

**As a parent of two elementary-aged daughters I have seen firsthand how Michigan's math and language arts standards support students in developing critical thinking skills.** I have visited their classrooms and observed their teachers asking students questions such as, "What is your evidence?" and "How do you know that?" because our standards require that kind of critical thinking, even from first graders. In response to the standards adopted in 2010, my daughters' teachers have worked diligently to improve their practice and to educate parents about the shifts in instruction the standards require. It is clear these rigorous standards are driving instructional changes to ensure that Michigan's students achieve at the highest levels. Given recent reports that have found that Michigan students rank at or near the bottom in achievement and growth nationally, having state standards that are aligned to national standards is more important than ever. Repealing our current standards and replacing them with something else would set Michigan students back even further.

**Some people mistakenly believe that adopting state standards aligned to national standards undermines local control.** However, Michigan has always remained in control of its own standards. Efforts in recent years to adopt rigorous academic standards that are rooted in research and similar to standards in other parts of the country honors local control as well as the needs and best interests of Michigan students. In addition, standards set learning goals only, they do not prescribe curriculum and instruction. Thus, Michigan schools have the authority to determine how to best help their students achieve the goals set out in the standards. I have extensively researched the issues surrounding the adoption of state standards based on national standards. For more information please see my article at <http://tinyurl.com/WRJohnson-Standards>

There are issues facing our schools that need to be addressed, but the standards are not the problem. Having worked with hundreds of teachers and administrators across Michigan, I understand that they overwhelmingly support Michigan's academic standards and believe that our attention should shift to other pressing issues. For example, we need to scrutinize how we use standardized testing to rank schools and how we use those rankings to make high-stakes decisions. Teachers are also concerned about the over-use of state test data for teacher evaluations, as well as inconsistency across grade levels and subject areas for how standardized testing data is tied to teacher evaluation. Overwhelmingly, educators are exhausted by the constant changes being made to schools, and having to continually to revisit tired issues like the current debate around our state standards, rather than addressing their legitimate concerns.

**Michigan has real challenges when it comes to education, but our standards are sound and are helping us move in the right direction.** We have some of the most dedicated, knowledgeable, and passionate teachers in the country, who work tirelessly to do what is best for Michigan students. As lawmakers consider changes to our education system, I strongly encourage them to seek insight from Michigan educators.

Wendy R. Johnson, M.S.

PhD candidate in Curriculum, Instruction, and Teacher Education

John3062@msu.edu

*The views represented in this letter are my own and not necessarily endorsed by past, current, or future employers or professional associations with which I am affiliated.*

**As an educator, educational researcher, and parent I strongly oppose HB 4192.** The bill would “terminate all plans, programs, activities, efforts, and expenditures relating to the implementation of Michigan K-12 Science Standards and the educational initiative commonly referred to as the Common Core Standards.” Michigan’s educational standards are based on the best available evidence and represent a consensus among experts about the knowledge and skills required for college and career readiness. Repealing our standards now would be disastrous for schools and would be a huge setback for Michigan students.

I taught biology for six years at Lansing Catholic High School before leaving the classroom four years ago to pursue a PhD in science education at Michigan State University. The major impetus for my attending graduate school was reading the National Research Council’s *Framework for K-12 Science Education* and realizing that the new vision of science learning put forth in that document was exactly what I dreamed of for my students. I left the classroom to figure out how to make this kind of learning a reality for all Michigan students, and I plan to return to high school teaching as soon as I complete my PhD.

Michigan educators took on a leading role in using the NRC *Framework* to develop the Next Generation *Science Standards*. These standards were further tailored to Michigan students and resulted in the *Michigan K-12 Science Standards*. After a lengthy process of gathering public comments and feedback, The Michigan Board of Education voted to adopt the standards in November 2015. The new science standards are overwhelmingly supported by Michigan science educators.

**As a science educator and researcher, I can unequivocally say that the *Michigan K-12 Science Standards* are the most rigorous, engaging, and research-based standards available.** They advocate learning that integrates the three dimensions of science—the science and engineering practices, disciplinary core ideas, and crosscutting concepts—into “three-dimensional” experiences for students. I have spent the last four years working on a project called *Carbon TIME* at Michigan State University to develop curriculum materials and professional development for teachers aligned to the new standards. This project is funded by the National Science Foundation, and includes researchers and teachers from across the country. One of the main benefits of adopting state standards that are aligned to national standards is that it allows for this kind of collaboration.

In addition to research projects like *Carbon TIME*, the new science standards have allowed Michigan science teachers to collaborate and share resources with teachers around the country who are implementing similar standards. This happens at state and national conferences as well as online through countless blogs, message boards, and social media sites. Science teachers have developed a robust professional network through Twitter that allows them to share best practices and resources related to the new standards. They use the hashtags #MiSciChat, #NGSS, and #NGSSchat to collaborate. I invite you to check out these hashtags and see for yourself how the standards are benefitting Michigan students.

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Testimony Supporting SB 826  
for Michigan Senate Education Policy Committee

Sandra Stotsky  
Professor Emerita, University of Arkansas  
April 26, 2016

I thank Senator Phil Pavlov, Chair, and other members of the Michigan Senate Education Policy Committee for the opportunity to speak in support of SB 826. My testimony is based on my professional judgment and experience as senior associate commissioner in the Massachusetts Department of Elementary and Secondary Education from 1999-2003, where I was in charge of the development or revision of the state's K-12 standards in all major subjects including Math, ELA, Science and Social Studies, licensing regulations for teachers and administrators, teacher licensure tests, and professional development criteria. In addition, I reviewed all states' English language arts standards for the Thomas B. Fordham Institute in 1997, 2000, and 2005. I co-authored Achieve, Inc.'s American Diploma Project high school exit test standards for English in 2004. Finally, I served on Common Core's Validation Committee in 2009-2010. I have also written and published many articles, research reports, and books in the English language arts, serving as editor of *Research in the Teaching of English* (the major research journal for English teachers) in the 1990s.

In my testimony, I address:

- 1) Status of Common Core in Massachusetts
- 2) Pre-Common Core Performance of Massachusetts Students
- 3) Post-Common Core Performance of Massachusetts Students
- 4) Differences between Massachusetts' Pre-Common Core Standards and Common Core's Standards
- 5) Why Michigan Should Repeal Common Core's Standards and Replace Them with Massachusetts' Pre-Common Core Standards

**1) Status of Common Core in Massachusetts**

The Massachusetts Board of Education adopted Common Core's standards in July 2010 to replace its own 2000 mathematics standards and 2001 English language arts standards, chiefly for \$250,000,000 in Race to the Top funds. At the commissioner of education's request, the Board later voted to include with the Common Core ELA standards the Guiding Principles in the 2001 ELA framework and its two appendices of recommended authors (vetted in K-8 by the editors of *The Horn Book*—the premier children's literature magazine in the country). Also adopted later that year were a few additional standards in mathematics and ELA—to comprise the additional 15% the state was told it could add to Common Core's. These additions all appear in the 2011 versions of the state's mathematics and English language arts curriculum frameworks. The state's pre-Common Core science and pre-engineering standards were revised to some extent in 2015 but there is no clear information on how closely they align to Next Generation Science Standards (NGSS). Currently, a small number of signatures are being

collected in Massachusetts to complete the legal process for a question on the November 2016 ballot that eliminates Common Core's standards and restores the state's pre-Common Core standards

[http://www.bostonglobe.com/metro/2016/04/19/grassroots-bid-scrap-common-core-from-mass-schools-faces-challenges/oLaIEepC5Z1GuYYrQbEDHN/story.html?s\\_campaign=8315](http://www.bostonglobe.com/metro/2016/04/19/grassroots-bid-scrap-common-core-from-mass-schools-faces-challenges/oLaIEepC5Z1GuYYrQbEDHN/story.html?s_campaign=8315)

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## **2) Pre-Common Core Performance of Massachusetts Students**

In 2005, Bay State students achieved first place on National Assessment of Educational Progress (NAEP) tests, in grade 4 and grade 8, in reading and mathematics, and they remained in or near first place on five consecutive tests in both subjects at both grade levels (2007, 2009, 2011, 2013, and 2015). All demographic groups improved. The Bay State also participated as a country in Trends in International Mathematics and Science Study (TIMSS) in 2007 and 2011, in both years tying for first place with Singapore in grade 8 science and placing among the top six countries in grade 8 mathematics, thus corroborating state results on the "nation's report card." In addition, most Bay State regional vocational/technical high schools (about 30, all with grades 9-12) now have high pass rates in mathematics and English on the state's high school tests, an attrition rate that is close to zero, and waiting lists.

## **3) Post-Common Core Performance of Massachusetts Students**

Since implementation of Common Core's standards, average scores have declined slightly on NAEP tests; some declines have statistical significance. There are no increases in student achievement on other tests or in the percentages taking AP tests or getting scores of 4 or 5. The long-lasting gains from 2005 to 2015 may be attributed both to the quality of the state's K-12 standards and to the changes in 1999-2003 strengthening academic requirements in licensure regulations for teachers and administrators, prospective teachers' licensure tests, and professional development criteria for in-service teachers.

The following link is for a report on the slight declines:

<http://learninglab.wbur.org/2015/10/28/nations-report-card-shows-massachusetts-at-the-top-but-slipping/>. The following link is for a review of my book on the changes to the state's teacher licensure regulations and licensure tests.

[http://www.goacta.org/the\\_forum/from\\_the\\_bookshelf\\_an\\_empty\\_curriculum\\_the\\_need\\_to\\_reform\\_teacher\\_licensing](http://www.goacta.org/the_forum/from_the_bookshelf_an_empty_curriculum_the_need_to_reform_teacher_licensing)

## **4) Differences between Massachusetts' Pre-Common Core Standards and Common Core's Standards**

Basic differences start with philosophy. The goal of the 1993 Massachusetts Education Reform Act was to increase all students' achievement. That was the aim of the standards, the changes

in teacher preparation, and both student and teacher tests. We were not trying to close gaps—as Common Core does—by lowering the achievement of the top 50% and by trying to raise the bottom. In other words, our goal was not to reduce variation in achievement. The end result: all demographic groups improved, but the gains of lower-achieving students were accelerated.

The second major difference concerns the focus of the state's ELA standards. The state's English teachers wanted an emphasis on literary study. The lack of alignment between the Bay State's ELA standards and Common Core's can also be seen in the differences between the tests based on these standards (i.e., the state's own tests and the Common Core-based tests). English teachers also wanted an emphasis on literary, not nonfiction, works in state tests (recommending a 60% to 40% distribution), as well as a stress on older rather than contemporary works. Differences between the reading, writing, and vocabulary test items in the state's original tests (Massachusetts Comprehensive Assessment System, or MCAS) and in the Common Core-based practice tests for the Partnership for the Assessment of Readiness for College and Careers (PARCC) are explained in a research paper published in the fall of 2015. <http://pioneerinstitute.org/news/testing-the-tests-why-mcas-is-better-than-parcc/>.

## **5) Why Michigan Should Repeal Common Core Standards and Replace Them with the Massachusetts Pre-Common Core Standards in Mathematics, ELA, and Science**

The most important reasons for Michigan to repeal its Common Core standards are:

1. Common Core's standards are not rigorous and do not make students ready for a high school diploma, never mind authentic college coursework.
2. Common Core's standards lack a research base and international benchmarking. The "lead" standards' writers lacked background experience and competence for writing K-12 standards (David Coleman and Susan Pimentel in ELA, and Jason Zimba and William McCallum in mathematics). None had teaching experience in K-12, and there is no record that they used appropriately the feedback they received from hundreds of reviewers.
3. A K-12 mathematics curriculum tailored to Common Core's mathematics standards and tests does not support the strong K-12 science curriculum developed by the state's science teachers to address the state's pre-NGSS science and pre-engineering standards.

Michigan should replace Common Core's standards with the Massachusetts pre-Common Core standards because:

1. Massachusetts pre-Common Core standards in ELA, mathematics, science, and history/social science are the only sets of K-12 state standards in the country with empirical evidence to support their effectiveness. They are also among the few sets of K-12 standards thoroughly vetted by high school teachers and academic experts in the subject areas they address.
2. A statewide organization of parents, legislators, and others ([www.endcommoncorema.com](http://www.endcommoncorema.com)) has gathered enough signatures to place a question on the November election ballot that would repeal the state's adoption of Common Core's standards, restore its pre-Common Core standards, and provide guidelines for revising them in the future.



3. The costs for switching are minimal. The standards are free, and most of the original test items from 1998 to 2007 are free and available, requiring a company only to assemble them and handle logistics and reporting. Moreover, no extra professional development was needed by the state's teachers to teach to them. The lists of *recommended authors* by educational level in Appendix A and Appendix B in the ELA curriculum framework were approved by a large majority of the state's English teachers, and all test items were vetted by them.
4. State tests based on the Bay State's pre-Common Core standards evoked no complaints from parents or students, and took up much less preparation and testing time than Common Core-based tests seem to need. All used test items (except "anchor" items) were released annually and used by teachers for instructional purposes.
5. The content of all the Massachusetts pre-Common Core standards and tests was vetted by a number of academic experts, and standards were placed by the state's teachers at appropriate grade levels. They also participated in setting passing scores and performance levels, along with parents and legislators.
6. Michigan has a demographic profile that is not too different from that of the Bay State. Michigan's minority population is a bit larger, but not that different. Moreover, all demographic groups improved in the Bay State and could do so in Michigan, especially if there were similar reforms in your education schools and in licensure tests. Because the two states use the same company for its licensure tests, Michigan could easily adopt the required reading fundamentals test still used in Massachusetts (I helped to design it, based on my graduate work at the Harvard Graduate School of Education) and adopted by CT, NH, NC, MS, and WI.
7. I strongly recommend adoption of the MA 2003 History and Social Science standards, or at least a close look at them before the state considers any other set of history standards. The MA standards were checked by a multitude of scholars to ensure they were historically accurate as well as fair in their coverage of geography, economics, and civic concepts and required civic reading.

## How Common Core Damages Students' College Readiness Mar 10, 2017 By Joy Pullman

As Massachusetts was considering signing on to a national curriculum and testing plan called Common Core, one of its lead writers gave a presentation to its state board of education. Even Common Core advocate Professor [Jason Zimba](#) [agreed](#) this national program would prepare students “for the colleges most kids go to, but not for the college most parents aspire to.” Common Core’s graduation requirements are “not for selective colleges,” he continued.

That’s not what a lot of reporters, teachers, and policymakers are telling the public about Common Core. *The [New York Times](#) says* we can “Credit President Obama and the Common Core Standards for putting the ‘college and career ready’ mantra on the lips of K-12 educators across the country.” Indeed, “college and career readiness” is essentially the motto of Common Core, appearing in its subtitle and 60 times in its 640 pages of curriculum and test mandates.

Yet “college-ready” depends on which colleges we’re talking about, which undercuts the initiative’s promise of curricular equality.

Common Core is usually considered a national K-12 education initiative, but it is more than that. Federal and state regulations loop all the key parts of American education into Common Core, so it affects all levels of our education.

Unfortunately, Common Core undermines students’ intellectual growth (as I argue in my book [The Education Invasion](#)) and leaves many graduates unprepared for true college-level work, as opposed to career training. Here are the main reasons why.

Common Core requires high-school seniors—those about to enter college or adult life—to read 70 percent nonfiction and 30 percent fiction in school. Younger children start out with a higher proportion of fiction, which gradually declines.

An [early study](#) discussing these requirements from Sandra Stotsky and Mark Bauerlein, both respected scholars, found that “college readiness will likely decrease when the secondary English curriculum prioritizes literary nonfiction or informational reading and reduces the study of complex literary texts and literary traditions.” That’s because research shows the students who are best prepared for college have the most experience with complex texts, mainly classic works of literature. No research finds a tie between college readiness and “informational” reading.

Thus, Common Core means that students will read fewer pages of Dickens and Dostoyevsky and more pages devoted to such informational material as federal administrative orders.

Another flaw of Common Core is that it effectively eliminates pathways for students to take Algebra 1 in eighth grade, a necessary step for any student who wants to pursue a math or science college degree without remediation.

Between 2013 and 2015, the latest data available “shows that nationally, teaching Algebra in grade 8 dropped from 33 percent to 29 percent, the first drop in ten years,” [writes](#) former U.S. Department of Education policy advisor Ze’ev Wurman. That’s largely due to the fact that Common Core degrades the level of expected math completion for high school students to a partially completed Algebra II course. Entering college with that math preparation means having to take remedial courses before attempting calculus, the gateway to the STEM fields. As Sandra Stotsky wrote in [this Wall Street Journal op-ed](#), Common Core’s standards “are too weak to give us more engineers or scientists.”

According to the [Every Student Succeeds Act](#), even the highest-quality public universities must admit students at this low level of preparation, and place them into “credit-bearing,” not remedial, coursework. That is simply not possible for a good science program without dramatically reducing its academic quality.

It’s still a bit early to make solid conclusions about Common Core’s effects on recent high school graduates, since it was not fully implemented in most American schools until 2014, but the early results of its curricular missteps are

worrisome. Wurman notes that overall ACT scores have slightly declined since 2009, and SAT scores dropped in 2015 after showing no changes since 2007.

Common Core's "chief architect," David Coleman, was hired to run the College Board in 2012, and set about revamping the SAT in its image. The newly revamped SAT came out for the first time last spring, and since then has been [plagued with problems](#).

One that's most relevant here is that the redesigned math problems were wordy and confusing, leading to charges they [didn't measure students' math abilities](#) so much as language facility, depriving language-challenged kids of their chance to shine on at least two portions of the test. This also casts doubts about the SAT's ability to fairly predict students' preparedness for college.

The SAT shift creates another problem—removing a formerly independent measuring stick for the effects of large curricular changes like Common Core. Since the SAT has changed drastically as Common Core phased in, it will be difficult if not impossible to compare its pre- and post-Common Core results.

American education was not designed mainly for the private benefit of personal economic advancement, but for the public benefit of cooperating with families to bring up citizens capable of self-government. Those public and transcendent benefits were also once the core motivations for higher education.

Unfortunately, in the era of Common Core, the main educational emphasis is "career-readiness." It drops the vision of American citizens as free people with the right and responsibility of self-rule, and instead treats students like "human resources" that officials must shape to perform some function in our increasingly government-controlled society.

There's nothing wrong with technical training, but it's damaging to make it the central purpose of public education, as Common Core does.

Last year, congressional Republicans pushed through and President Obama signed into law the Every Student Succeeds Act mentioned above. Among its other requirements, as Jane Robbins of the American Principles Project notes [here](#), the law requires the states to tie freshman college coursework to Common Core exit standards. That will accelerate the initiatives underway to hitch college-level work to high-school-level work. This might sound logical, but it is a major break with American practices.

A mere high school diploma has never before guaranteed preparation for college. It has only certified that the bearer did at least the minimum required to graduate from high school (which nowadays has been getting easier and easier, as [the Washington Post recently reported](#), to satisfy regulatory pressure on high schools to graduate higher percentages of students).

To enter college, high school graduates have traditionally been required to demonstrate academic preparation that exceeds the average, not merely the ability to scrape by the lowest graduation requirements. Americans formerly sent to college the particularly academic-minded, and our graduation and entrance requirements for both institutions reflected that distinction. By declaring that Common Core is good enough, we undermine the need to strive for excellence that used to drive students.

This has already led to declining academic standards of colleges such that employers continue to complain recent graduates are [terribly unqualified](#). It gives people certificates of achievement without requiring them to earn those certificates, which ends up making the certificates useless.

It's akin to the cycle of monetary inflation. Common Core amplifies this pre-existing trend.



**Responses to Rep. Lilly's Questions (Questions in italics.)**  
**March 12, 2017 From Melanie Kurdys**

*My review of the Massachusetts Standards the bill suggests we adopt appear to me to have many similarities to our existing standards. This leads me to ask many of the following questions.*

- 1. What are the current Michigan Standards that you view as problematic? Can you please talk about your frustration in terms of specific standards and identify a full list?*
- 2. How do the 2008-2009 Massachusetts Standards compare to Michigan's Current Standards and which standards do you consider superior in the Massachusetts Standards.*
- 3. What percentage of the current standards do you believe would need to be changed in order to refer to our current standards as something other than Common Core Standards?*
- 4. How would the switch to the 2008-2009 Massachusetts standards resolve your concerns with the Michigan Standards?*

The most important perspective in evaluating standards is the overarching design, structure, and purpose. As we heard in testimony Common Core is NOT just standards. Common Core cannot and should not be judged on a line by line basis; but in the totality of many aspects including their content, sequencing, timing and clarity. Changing individual strands of the standards will not correct the fundamental problems with the Common Core. Tweaking the Common Core based Michigan standards will not resolve the fundamental problems which are not present in the proven MA standards.

In evaluating this bill, it is important to consider the opinions from nationally recognized experts who participated in the development of the Common Core but ultimately rejected them. Michigan was fortunate to have some key experts testify on the previous version of this bill. You can listen here:

[Common Core ELA and Math Standards not properly validated](#)

Stop Common Core in Michigan has excellent articles with many resources. Here is one example.

[Action Needed: New Science and Social Studies being proposed](#)

- 5. Which school boards have indicated to you they would prefer to adopt a materially different a set of standards other than the current standards they have in the event this bill were to become law?*

We are advocating on behalf of grassroots parents, students and teachers who have indicated they do not want Common Core but have not been heard by their local school boards because state mandates drown out their voice. Parents and teachers who have concerns with the MI Common Core standards find that local school boards are not empowered to make changes to the standards, especially since the standards are the source of the high stakes assessments. Additionally, non-Common Core aligned charter schools, like the Hillsdale College Barney School Classical Charter Academies, are having a hard time being approved for opening in Michigan. These schools are demonstrating great success in other states in improved outcomes for student achievement using a non-Common Core aligned classical curriculum.

- 6. In our last committee hearing, there was a question posed regarding testing. Representative Glenn acknowledged that it was a good question, but he did not have the answer to it at the time but I'm hoping you can provide an answer since you have had more time to think about it... In the event a student were to utilize a provision in the bill to opt out of all testing, would the district still be required to provide a diploma to that student?*

Parents are primarily concerned with the computer-based state assessment, not assessments developed by teachers for use in the classroom. But if that your premise is correct, we know from the recent bill passed last year on Third Grade Reading, student achievement can be measured via other sources besides testing. All

students who demonstrate proficiency in the district required educational objectives should qualify for a diploma. If a particular district refuses to do so, parents do have alternatives.

7. *Has anyone in your group approached the State of Massachusetts to determine the cost of purchasing the State's assessment for our own use? If so, what is that cost and what would be the cost of adapting it for our state?*

The standards and assessments do not have to be purchased as they are available online and are not copyrighted.

8. *What cost do you believe would be incurred by the state and local districts to implement this bill. I assume the costs would include curriculum development and assessment implementation costs at a minimum. What would you expect the fiscal impact to be 5 years down the road at the time of reassessment of the standards?*

Since the law permits districts to retain the current MI Common Core standards, they can keep the CC aligned curriculum as well. If districts opt to change to follow the MA standards, they would not have to buy all new materials, although it is likely they would want to buy some.

The biggest opportunity is actually a cost reduction. Since the state assessment would no longer require the use of computers, districts are now free to reassess their investment and use of technology. The cost of district technology was a huge unfunded mandate with the implementation of a computer-based state assessment, which, as you know, is not a one-time expenditure, but an ongoing expense. MDE never quantified this expense in their push to implement Common Core.

#### **Estimate: Common Core To Cost California Nearly \$10 Billion, Nation \$80 Billion**

A California commission has just decided the technology costs for Common Core tests are an unfunded mandate, which will require state taxpayers to cough up approximately \$4 billion more to local school districts, Californian and former U.S. Department of Education official Ze'ev Wurman tells The Federalist.

HB 4192 bill would allow public schools to consider a technology-free learning environment. There is much research developing indicating students, especially K-6, learn better without technology. There are technology free private schools popping up, of all places, Silicon Valley!

#### **A Silicon Valley School That Does Not Compute**

9. *Computerized testing allows for questions to be presented in increasing or decreasing levels of difficulty based on students ability or inability to answer questions. Given that all students have different abilities, doesn't this allow for greater accuracy in assessing a student's proficiency and growth and ultimately highlighting areas where proficiency can be improved with the help of interventions from parents and teachers?*

This form of testing is called "computer adaptive." Until recently, it was used in applications like college course placement and even then it was considered advisory, not determinant. This testing model was imposed without significant research for use in K-12 for every student, so the research is just now becoming available.

#### **Test Anxiety, Computer-Adaptive Testing and the Common Core**

Specific concerns have developed for children with disabilities

#### **Computer-Adaptive Testing for Students with Disabilities**

*10. In 2012 you (referring to Ms. Kurdys) were reported in an M-Live article as stating every time the state changes its assessments, it makes it harder to track whether student achievement is improving. What role do you believe accountability plays in our states education system going forward and how do consistent assessments fit into that in your opinion?*

Assessments serve different purposes. I believe assessments for state accountability should not focus on every student every year for every subject. Just as a biologist uses statistical sampling to determine if a body of water is clean, a state can use statistical sampling to determine the effectiveness of its public education system. State level policy makers should hold themselves accountable to state level policy impacts.

The oldest, most reliable state-level national assessment that has been used this way and for this purpose for over 40 years is the NAEP. Until recently, the NAEP has been a consistent assessment enabling comparisons between states and general understanding of a state's educational achievement over time. Unfortunately, the NAEP is beginning to suffer changes driven by the Common Core initiative which will actually serve to undermine the true determination of the effectiveness of the CC reform and a loss of long term perspective.

District level assessments should serve the needs of the teachers, the students and the parents, not the needs of the state. As a local control state, accountability of local districts belongs in the hands of the parents and local community. Local districts benefit from using well-researched and credible independent assessments periodically to ensure their internal expectations measure up to independent, external expectations. Examples include the IOWA Basic Skills tests or California Achievement Tests, which you yourself may have taken as a child. These are not high stakes tests, but do provide valuable information for parents, teachers and students.

Given we are still required to have a state assessment per federal law, one that is least intrusive but proven to provide validated results is the best option. This is the MA assessment. The educational statistics about student achievement during those years is available and could be used to provide a baseline for Michigan, especially in a disaggregated form for student groups. It is not brand new with no data as the Common Core aligned assessment has been.

*11. What steps have you taken to address your concerns regarding specific standards within the current review process for Michigan's educational standards? (my understanding is they are now wrapping up a re-evaluation of the social studies standards but that all standards are periodically reviewed)*

As I mentioned in my responses to the first 4 questions, the Michigan Common Core standards, NGSS aligned Science standards and proposed C3 Social Studies standards cannot be repaired or made educationally sound based on changes to specific standards. I have made this argument consistently before and since Common Core was adopted in Michigan. I have worked to share research and evidence with policy makers at all levels. Specifically, I reached out to Superintendent Flanagan, State School Board members and many legislators.

The structure of the MDE process whereby they gather input from community members does not allow for a fundamental conversation such as this.

We are hopeful that the representatives of the people in the legislature will engage in genuine debate on this very important issue and vote in support of grassroots parents and teachers and in the best interests of students.



**STOP COMMON CORE IN MICHIGAN**  
**TESTIMONY TO HOUSE MICHIGAN COMPETITIVENESS COMMITTEE**  
**March 15, 2017 on**  
**HB 4192 REPEAL & REPLACE COMMON CORE**  
**Tamara Carlone & Melanie Kurdys**

Mr. Chairman and distinguished members of the committee,

Thank you for giving us the opportunity to testify in support of HB 4192 to Repeal & Replace Common Core in Michigan. We would like to begin by reviewing the key components of the bill and responding to criticisms and concerns.

Common Core has become more and more unpopular in Michigan. Support for Common Core has declined steadily since its introduction in 2010. In this last election cycle, elimination of Common Core as a very popular political position. People now know more about Common Core and opposition has grown. There is wide, bi-partisan support to repealing Common Core.

Once the Common Core standards are repealed, Federal law requires that new state standards be established. We should implement the standards proven to be the best based on actual improved outcomes for children, Massachusetts, pre-Common Core. Some have suggested the MA standards are not better, but in fact all student groups increased their academic achievement under MA standards.

For example, from 2003 to 2009 Massachusetts Black students improved in 4th grade reading up 9 points and so did Hispanic students. In the same period, Black students improved in 8<sup>th</sup> grade math by 12 points and Hispanic students by 16. Since converting to Common Core, student achievement has remained flat or declined.

Some have argued MA spends more on education than Michigan. This is true, but note the cost of living in MA is 23% higher than Michigan, significantly reducing the variation in spending.

And while there are other differences between the two states, Fordham Foundation clearly credits the quality of the standards and assessments in Massachusetts to having been primary factors in their amazing improvement in student academic achievement.

We have heard concerns that this bill puts requirements on local districts that will be disruptive and costly. Since the law permits districts to retain the current MI Common Core standards, they can keep the CC aligned curriculum as well, there is no cost. If districts opt to change to follow the MA standards, they would not have to buy all new materials.

The biggest opportunity is actually a cost reduction. Since the state assessment would no longer require the use of computers, districts would be free to reassess their investment and use of technology. The cost of district technology was a huge unfunded mandate with the implementation of a computer-based state assessment, which, as you know, is not a one-time expenditure, but an ongoing expense. MDE never quantified this expense in their push to implement Common Core.

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HB 4192 would allow public schools to consider a technology-free learning environment. There is much research developing indicating students, especially K-6, learn better without technology. There are technology free private schools popping up, of all places, in Silicon Valley!

### [A Silicon Valley School That Does Not Compute](#)

Michigan is a local control state for education. We have duly elected school boards who are accountable to their community. HB 4192 respects this structure and puts decision making and accountability where it belongs.

We have heard concerns about the provision for parent opt outs. Parents are very loyal and supportive of their local districts. Often, changing schools for kids is traumatic and interrupts the education process. Parents would much rather work through concerns with their local public school than switch to private or home schooling. The rights of parents are actually in statute today and this is just a reminder that schools are to work in cooperation with parents to protect the best interests of each individual student.

Now let us shift to a more subtle concern that is being expressed about Repealing and Replacing Common Core. At the last hearing, Paul Salah from Wayne County RESA testified saying, **"The Common Core is much more than just standards."** He is right. Testimony from West Michigan Talent Triangle further clarified this point lamenting that Common Core cannot be replaced because "valuable data would be lost".

How does repealing a set of standards result in the loss of data? Are they saying we can never change from Common Core? Repealing Common Core results in the loss of the foundational data structure for a Workforce Development System. Common Core standards provide the basis, the data codes, for a Pre-natal to adult, P-20, seamless system to develop human capital for the workforce.

In this P-20 system, *what children should know and be able to do* is defined by the needs of the workforce. An extensive computer-based data system tracks their learning and mastery. As children move through the seamless system, their knowledge and skills are matched to specific jobs in the workforce, directing them to the training programs that will further develop them for this job.

A little over a year ago, a concerned mom called me. Her sixth grade son came home from school with the results from a career counseling session. He and 4 of his friends were all told they were best suited to be over-the-road truck drivers. Clearly, driving a truck is a good job. That was not her concern. Her concern was what it would mean to her son and his commitment to learning algebra, chemistry or reading Shakespeare. She believes this robs her son and his friends of their own dreams. And she feared the school would force him into this track and refuse to teach him to an aspirational level.

Where is the evidence a P-20 Workforce Development System actually works? Let's return to my example. It is true, there is a demand in Michigan for more over-the-road truckers. But just last fall, the auto industry announced *self-driving trucks*! Current forecasts suggest within 10 years, 1.7 million truckers will lose their jobs to this technological innovation. Now we have some number of young men in 7<sup>th</sup> grade tracked into a fading career.

A planned society does not work. It is not the model of education parents expect. It is certainly not the model of education that prepares our children for the unknown opportunities of the future.

Give Michigan a real competitive edge. Let us lead the nation in exiting the dream-killing P-20 seamless system to develop Human Capital for the Workforce. Let us return to an education system that teaches children to read, do math, love learning, solve problems, and become the inspired citizens who can meet the needs of the future. Please vote yes on HB 4192.

## **Are you wondering why the Michigan Repeal & Replace Common Core Bill is:**

- 1) Replacing Common Core standards and**
- 2) With the Massachusetts 2008 (pre-Common Core) standards?**

Here are the answers.

1) Of course, all efforts to End Federal intrusion into Education (#EndFedEd) must continue, but until that is done, by law, all states must have K-12 education standards. These standards are used as the basis for developing the state assessment, also required by Federal Law. The standards Michigan adopts should be proven effective for the basis of educating children, developmentally appropriate, competitive with international standards and not politically biased. Common Core meets none of these criteria.

In addition, the Michigan Repeal & Replace Common Core Bill returns final control of standards back to school districts and confirms parent opt out rights, while preventing financial punishment by the state.

2) The MA standards have been judged to be superior to Common Core, Michigan standards and most other states. Aside from concluding with an endorsement of Common Core, The Fordham Institute does a credible job critiquing all states' standards and said this about MA standards:

### **"And then there's Massachusetts**

As for the singular case of Massachusetts, there we find the state that has led the nation in achievement gains over the past decade, thanks in large part to its excellent standards—and their serious implementation. (A similar case cannot be made for California or Indiana, where lackluster follow-through has left excellent standards without traction.)"

[http://www.math.jhu.edu/~wsw/FORD/SOSSandCC2010\\_FullReportFINAL.pdf](http://www.math.jhu.edu/~wsw/FORD/SOSSandCC2010_FullReportFINAL.pdf)

These standards also use education practices familiar to parents, are internationally benchmarked to be competitive in the world, are developmentally appropriate and are not politically biased. Today, MA parents are working to reverse their state's adoption of Common Core to return to the 2008 MA standards they believe in.

"“The direction of this petition is clear,” said Colorio. “Frustrated parents and teachers signed this petition thanking us for working to restore educational excellence into the classroom. We oppose Common Core for Massachusetts because the standards are inferior, parents can’t help their children with their homework, the majority of teachers are opposed to Common Core, and our students’ scores as indicated on the most recent [National Assessment of Educational Progress] scores are dropping [since the implementation of Common Core].”

<http://news.heartland.org/newspaper-article/2016/01/04/massachusetts-reformers-collect-enough-signatures-common-core-ballot-qu>



## Responses to Rep. Lilly's Questions

*My review of the Massachusetts Standards the bill suggests we adopt appear to me to have many similarities to our existing standards. This leads me to ask many of the following questions.*

- 1. What are the current Michigan Standards that you view as problematic? Can you please talk about your frustration in terms of specific standards and identify a full list?*
- 2. How do the 2008-2009 Massachusetts Standards compare to Michigan's Current Standards and which standards do you consider superior in the Massachusetts Standards.*
- 3. What percentage of the current standards do you believe would need to be changed in order to refer to our current standards as something other than Common Core Standards?*
- 4. How would the switch to the 2008-2009 Massachusetts standards resolve your concerns with the Michigan Standards?*

The most important perspective in evaluating standards is the overarching design, structure, and purpose. As we heard in testimony Common Core is NOT just standards. Common Core cannot and should not be judged on a line by line basis; but in the totality of many aspects including their content, sequencing, timing and clarity. Changing individual strands of the standards will not correct the fundamental problems with the Common Core. Tweaking the Common Core based Michigan standards will not resolve the fundamental problems which are not present in the proven MA standards.

In evaluating this bill, it is important to consider the opinions from nationally recognized experts who participated in the development of the Common Core but ultimately rejected them. Michigan was fortunate to have some key experts testify on the previous version of this bill. You can listen here:

[Common Core ELA and Math Standards not properly validated](#)

Stop Common Core in Michigan has excellent articles with many resources. Here is one example.

[Action Needed: New Science and Social Studies being proposed](#)

- 5. Which school boards have indicated to you they would prefer to adopt a materially different a set of standards other than the current standards they have in the event this bill were to become law?*

We are advocating on behalf of grassroots parents, students and teachers who have indicated they do not want Common Core but have not been heard by their local school boards because state mandates drown out their voice. Parents and teachers who have concerns with the MI Common Core standards find that local school boards are not empowered to make changes to the standards, especially since the standards are the source of the high stakes assessments. Additionally, non-Common Core aligned charter schools, like the Hillsdale College Barney School Classical Charter Academies, are having a hard time being approved for opening in Michigan. These schools are demonstrating great success in other states in improved outcomes for student achievement using a non-Common Core aligned classical curriculum.

- 6. In our last committee hearing, there was a question posed regarding testing. Representative Glenn acknowledged that it was a good question, but he did not have the answer to it at the time but I'm hoping you can provide an answer since you have had more time to think about it... In the event a student were to utilize a provision in the bill to opt out of all testing, would the district still be required to provide a diploma to that student?*

Parents are primarily concerned with the computer-based state assessment, not assessments developed by teachers for use in the classroom. But if that your premise is correct, we know from the recent bill passed last year on Third Grade Reading, student achievement can be measured via other sources besides testing. All students who demonstrate proficiency in the district required educational objectives should qualify for a diploma. If a particular district refuses to do so, parents do have alternatives.

7. Has anyone in your group approached the State of Massachusetts to determine the cost of purchasing the State's assessment for our own use? If so, what is that cost and what would be the cost of adapting it for our state?

The standards and assessments do not have to be purchased as they are available online and are not copyrighted.

8. What cost do you believe would be incurred by the state and local districts to implement this bill. I assume the costs would include curriculum development and assessment implementation costs at a minimum. What would you expect the fiscal impact to be 5 years down the road at the time of reassessment of the standards? Since the law permits districts to retain the current MI Common Core standards, they can keep the CC aligned curriculum as well. If districts opt to change to follow the MA standards, they would not have to buy all new materials, although it is likely they would want to buy some.

The biggest opportunity is actually a cost reduction. Since the state assessment would no longer require the use of computers, districts are now free to reassess their investment and use of technology. The cost of district technology was a huge unfunded mandate with the implementation of a computer-based state assessment, which, as you know, is not a one-time expenditure, but an ongoing expense. MDE never quantified this expense in their push to implement Common Core.

#### Estimate: Common Core To Cost California Nearly \$10 Billion, Nation \$80 Billion

A California commission has just decided the technology costs for Common Core tests are an unfunded mandate, which will require state taxpayers to cough up approximately \$4 billion more to local school districts, Californian and former U.S. Department of Education official Ze'ev Wurman tells The Federalist.

HB 4192 bill would allow public schools to consider a technology-free learning environment. There is much research developing indicating students, especially K-6, learn better without technology. There are technology free private schools popping up, of all places, Silicon Valley!

#### A Silicon Valley School That Does Not Compute

9. Computerized testing allows for questions to be presented in increasing or decreasing levels of difficulty based on students ability or inability to answer questions. Given that all students have different abilities, doesn't this allow for greater accuracy in assessing a student's proficiency and growth and ultimately highlighting areas where proficiency can be improved with the help of interventions from parents and teachers? This form of testing is called "computer adaptive." Until recently, it was used in applications like college course placement and even then it was considered advisory, not determinant. This testing model was imposed without significant research for use in K-12 for every student, so the research is just now becoming available.

#### Test Anxiety, Computer-Adaptive Testing and the Common Core

Specific concerns have developed for children with disabilities

#### Computer-Adaptive Testing for Students with Disabilities



*10. In 2012 you (referring to Ms. Kurdys) were reported in an M-Live article as stating every time the state changes its assessments, it makes it harder to track whether student achievement is improving. What role do you believe accountability plays in our states education system going forward and how do consistent assessments fit into that in your opinion?*

Assessments serve different purposes. I believe assessments for state accountability should not focus on every student every year for every subject. Just as a biologist uses statistical sampling to determine if a body of water is clean, a state can use statistical sampling to determine the effectiveness of its public education system. State level policy makers should hold themselves accountable to state level policy impacts.

The oldest, most reliable state-level national assessment that has been used this way and for this purpose for over 40 years is the NAEP. Until recently, the NAEP has been a consistent assessment enabling comparisons between states and general understanding of a state's educational achievement over time. Unfortunately, the NAEP is beginning to suffer changes driven by the Common Core initiative which will actually serve to undermine the true determination of the effectiveness of the CC reform and a loss of long term perspective.

District level assessments should serve the needs of the teachers, the students and the parents, not the needs of the state. As a local control state, accountability of local districts belongs in the hands of the parents and local community. Local districts benefit from using well-researched and credible independent assessments periodically to ensure their internal expectations measure up to independent, external expectations. Examples include the IOWA Basic Skills tests or California Achievement Tests, which you yourself may have taken as a child. These are not high stakes tests, but do provide valuable information for parents, teachers and students.

Given we are still required to have a state assessment per federal law, one that is least intrusive but proven to provide validated results is the best option. This is the MA assessment. The educational statistics about student achievement during those years is available and could be used to provide a baseline for Michigan, especially in a disaggregated form for student groups. It is not brand new with no data as the Common Core aligned assessment has been.

*11. What steps have you taken to address your concerns regarding specific standards within the current review process for Michigan's educational standards? (my understanding is they are now wrapping up a re-evaluation of the social studies standards but that all standards are periodically reviewed)*

As I mentioned in my responses to the first 4 questions, the Michigan Common Core standards, NGSS aligned Science standards and proposed C3 Social Studies standards cannot be repaired or made educationally sound based on changes to specific standards. I have made this argument consistently before and since Common Core was adopted in Michigan. I have worked to share research and evidence with policy makers at all levels. Specifically, I reached out to Superintendent Flanagan, State School Board members and many legislators.

The structure of the MDE process whereby they gather input from community members does not allow for a fundamental conversation such as this.

We are hopeful that the representatives of the people in the legislature will engage in genuine debate on this very important issue and vote in support of grassroots parents and teachers and in the best interests of students.



Thank you for the opportunity to testify today, in strong opposition to House Bill 4192.

My name is Tracy Horodyski. For the last 16 years, I have had the privilege of living my life's passion as a teacher, helping students to realize their full potential. Currently, I am a literacy coach and reading interventionist at Zinser Elementary in Kenowa Hills Public Schools, as well as Michigan's Teacher of the Year.

I am here to testify on behalf of myself as well as the past four consecutive Michigan Teachers of the Year, Rick Joseph, Melody Arabo, Gary Abud, Jr. and Bobbi Jo Kenyon. Combined, the five of us have had the pleasure of serving as Teacher of the Year since 2012.

We can all agree that Michigan students deserve the absolute best. As educators from communities across our great state, teaching a range of subjects and grade, we all believe in the incredible potential of our students. We have the privilege and carry the responsibility of working in a field that literally changes lives and improves the future for our students and their families.

Through this work, we see the value and importance of high academic standards, and the need to retain the Common Core State Standards and Science Standards. We urge you to vote no on House Bill 4192.

### **The Standards Work**

Michigan's content standards for English language arts, math and science are just that – academic standards. They set the floor for what students should know and be able to do by the end of each grade. A student meeting the standards is prepared for the next grade, or to move to college or career. They were developed by educators and adopted by the Michigan State Board of Education.

They are not curriculum. Or lesson plans. Or assessments. They are not math homework. Or senseless math homework. They are not textbooks. They do not dictate how a class must be taught or how students are expected to learn.

Simply put, standards define the goal, but not the rest.

We understand that there are frustrations around much of what I just mentioned. And where problems exist, they should be addressed. But abandoning our rigorous academic standards is not a solution to any of these issues, and it will not make them go away.

For decades there have been parents who have struggled to help their kids with homework. Some students have always disliked or performed poorly on standardized test. There have also been issues with poorly written resources or from time-to-time lesson plans that just have not gone well.

The reality is that the Michigan College and Career Ready Standards and Michigan Science Standards did not create these problems. They entered into them. The reality is that while we always strive to improve, these problems will long outlast our current academic standards as well.

### **Modeling on Massachusetts**

For years, states across the country have looked at the academic success of Massachusetts with envy. They lead the country – and much of the world – in academic achievement, and it makes sense to look at what they've done.

So let's do just that.

The standards proposed in this legislation were developed in the early 2000s. And, recognizing the need to always move forward, these standards were replaced in Massachusetts with the Common Core seven years ago. They found that the Common Core State Standards were more rigorous than what HB 4192 proposes.

In the years since adopting the Common Core, Massachusetts has continued to improve and continued to lead the nation for student achievement.

Since adopting higher standards, Massachusetts has also provided substantial support to their teachers to help them teach to these more rigorous expectations. In Michigan, support and high-quality professional development on the standards seems much more scattered. While some districts have strongly supported their teachers in the move to high standards, others have

struggled.

### **Fostering Lifelong Learning**

Teaching is not about giving students facts and information. It is about engaging students wherever they are and helping them learn *how* to learn. It is about helping students develop the skills that they will need to succeed and thrive, regardless of what success means for them.

Preparing our students to succeed means fostering analytical skills, teaching students to question and research, to work collaboratively and think deeply. When someone is actively engaged in learning, they are far more likely to learn and retain than if they are sitting at a desk filling out worksheets or listening to a lecture. Learning is far more than just the “what” – it is really about the “why” and “how.” When combined with quality local curriculum that aligns to the common core, Michigan’s talented teachers can help students develop these deep learning skills and really understand the “why” and “how.”

Our focus on comprehension, rather than memorization makes sense. We want our students to be adaptive, lifelong learners. After all, not only are we educating the next generation of doctors, welders, computer programmers and educators, but the students of today will also go on to invent new things, create new fields, and excel in careers that don’t yet exist.

### **Consistency in the Classroom**

Change is hard. It takes time and is well worth it when it is necessary.

This has included our transition to higher learning standards in English language arts, math and science. These challenges have been felt by students, teachers and parents alike. We know, however, that it is worth it because the result will be students who are better prepared to be engaged citizens. They will leave high school prepared for career and college, and have the skills to prepare them for success throughout life.

We are still moving through this difficult change. Right now, we need consistency in our classrooms, not the major disruption that changing standards again would cause. We need to support our students by giving parents and



teachers the tools that they need to help their students succeed. We need to stop the endless cycle of debates around the Common Core, acknowledge the progress that we are making, and focus on moving forward.

We thank you for your time and consideration, and urge you to reject House Bill 4192.

Respectfully submitted,

*Tracy Horodyski, 2016-17 Michigan Teacher of the Year  
Kenowa Hills Public Schools.*

*Rick Joseph, 2015-16 Michigan Teacher of the Year  
Birmingham Public Schools*

*Melody Arabo, 2014-15 Michigan Teacher of the Year  
Walled Lake Consolidated Schools*

*Gary Abud, Jr., 2013-14 Michigan Teacher of the Year  
Fraser Public Schools*

*Bobbi Jo Kenyon, 2012-13 Teacher of the Year  
Grand Rapids Public Schools.*

## Sondra Gordon

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**From:** tjboyle@mei.net  
**Sent:** Sunday, February 26, 2017 12:12 PM  
**To:** Sondra Gordon  
**Subject:** Michigan Science Standards- house bill to revoke

Dear Ms. Gordon,

Could you please include my email in the consideration over this bill(HB4192) I believe you are discussing this week?  
Thank you

Dear Members of the Competitiveness Committee,

I am writing to you as a science teacher for the last 23 years, our schools' Science Department Chair, a mother of 3 children who have graduated from Michigan K12 education, and an informed citizen who votes. In regards to derailing the newly adopted Michigan Science Standards to return to more local control, I would just like to point out a few things:

First, the school of choice movement has really complicated this bill. The school where I teach is a school of choice magnet so we get students from many other public schools, as well as parents who had students in charter schools in the area. A few observations I would make: Charter schools do not seem to teach science in any kind of real fashion. Students who enter my classroom from charter schools do not have any hands on or inquiry based science experience. They often do not assess any higher than a fifth grade level in terms of scientific thinking or content expectations. Additionally, some of the transfer students we get from other smaller public schools struggle as well.

Science is different from any other subject area, and that is why (rightly so) students are able to get higher paying jobs when they have a high science aptitude. Currently, the system we have is not facilitating strong science skills. It is memorization heavy, and critical thinking low. I would contend that memorization is not going to give the students the tools they need to succeed at new innovative jobs that we may not even know about right now.

The Michigan Science Standards are finally something that focus on scientific thinking and critical thinking. There are less content standards to memorize, but more problem solving activities and STEM ideas for students to be challenged with in the classroom. For example, our school has increased our scores on the MStep by already teaching in the Michigan Science Standards by using the 4 Engineering Standards with each unit. Students need to know how to creatively solve problems, examine big questions, analyze and identify trends in graphs and charts and use reasoning and logic skills in any job they do. If we now leave the Michigan Science Standards and allow districts to flop around like fish out of water, you are leaving school districts to make decisions that they are really not content area qualified to make. Most school district administrators are social studies teachers(coaches) or math teachers. They have zero awareness in science and will not have the knowledge or tools required to make these important decision.

Finally, I would like to point out that you are the "Competitiveness Committee". That means you should be trying to increase the competitiveness of our students and their ability to compete in the new and ever changing workforce. What you are considering doing to the newly adopted Michigan Science Standards will further move our students backwards and move us down the ladder until we are at the very bottom. If I can use a sports analogy, you are continuing to "take the game out of your players hand" by continuing to handcuff teachers across this state who are qualified and experienced enough to do their job.

I would just please urge you to speak with a real, on the ground, science teacher about this matter. I would be happy to speak with you about this matter and feel myself to be very knowledgeable and successful in the area of science

standards and assessment. I have taken our school to the second highest in our Mlive region and I have a Masters in Science Curriculum.

Please feel free to contact me for any assistance.

Respectfully,

Mrs. Jennifer Boyle (269)986-3818

Sent from Mail for Windows 10

Dear Representative,

I am writing to you in regards to House Bill 4192 that was recently introduced by Representative Glenn and referred to the Michigan Competitiveness Committee. The bill seeks to “terminate all plans, programs, activities, efforts, and expenditures relating to the implementation of Michigan K-12 Science Standards and the educational initiative commonly referred to as the Common Core Standards.” As a science educator, educational researcher, and former elementary school teacher, I strongly encourage you to vote no on this bill.

I taught elementary school in Maryland and Illinois for ten years before coming to Michigan State University to pursue a PhD in Science Education and Urban Education. In my final years in the classroom, I was teaching science for grades 3-5 in Illinois while that state was in the process of adopting the Next Generation Science Standards, on which Michigan’s K-12 Science Standards are based. I was so excited to make use of these new standards in my classroom as a teacher because I appreciated how rigorous they were for my students (in an urban school with students who often do not receive a rigorous education), and how much they were concerned about not just what students *know* about science, but what they can *do*. This is a huge shift in educational standards for science, and one that I fully embrace.

These Next Generation Science Standards were developed from the National Research Council’s *Framework for K-12 Science Education*, and many Michigan educators led these development efforts. Additionally, the Next Generation Science Standards were further tailored to Michigan students and resulted in the Michigan K-12 Science Standards, which were overwhelmingly supported by Michigan science educators and adopted by the Michigan Board of Education in November 2015.

As a science educator, educational researcher, and former classroom teacher who received my teaching credentials in Massachusetts in 2002, I can unequivocally say that the Michigan K-12 Science Standards are the most rigorous, engaging, and research-based standards available. I have spent the past three years working on research projects funded by the National Science Foundation which include researchers and teachers from across the country. One of the benefits of adopting state standards that are aligned to national standards is that it facilitates this kind of collaboration. Additionally, I have taught pre-service elementary teachers to teach science, knowing that my students may stay in Michigan to teach, or they may move elsewhere. Again, having state standards which are aligned with national standards makes my pre-service teachers’ transition to schools across the country easier when they are already familiar with how to read, interpret, and enact science standards that are similar from state to state.

I understand the concerns that national standards raise in regards to local control. However, Michigan has always remained in control of its own standards and has adapted national standards to meet the needs and interests of Michigan students. Additionally, my understanding is that it is the role of the Michigan Board of Education, not the Michigan Legislature, to design and adopt state standards. The Board of Education has invested significant time and money into vetting, modifying, and adopting these standards, training teachers across the state in these standards, and developing new state tests to

assess students' progress towards these standards. I am concerned about the Legislature's attempt to circumvent these protocols and terminate these programs.

Thank you for your consideration. Moving forward, I strongly encourage you to seek insight from Michigan teachers, who are experts in their fields and public intellectuals, as you consider HB 4192 and future bills about educational issues.

Sincerely,

Christa Haverly, M.A.

PhD Student in Science Education and Urban Education at Michigan State University



Dear Representative,

I am writing to you in regards to House Bill 4192 that was recently introduced by Representative Glenn and referred to the Michigan Competitiveness Committee. The bill seeks to “terminate[s] all plans, programs, activities, efforts, and expenditures relating to the implementation of Michigan K-12 Science Standards and the educational initiative commonly referred to as the Common Core Standards.” As a science educator, educational researcher, and parent I strongly encourage you to vote **no** on this bill. The issue that many parents, educators, and citizens are concerned about is how teachers and schools are held accountable to the standards, not with the standards themselves.

I taught middle school science before pursuing a PhD in science education. I am now a professor of science education at Michigan State University. A major part of my research involves the National Research Council’s *Framework for K-12 Science Education*. This document summarizes a new vision of science learning and teaching that will prepare all students to excel in 21<sup>st</sup> century science in a global marketplace.

Michigan educators took on a leading role in using the NRC *Framework* to develop the Next Generation Science Standards. In addition, the Next Generation Science Standards were further tailored to Michigan students and resulted in the Michigan K-12 Science Standards, which were overwhelmingly supported by Michigan science educators and adopted by the Michigan Board of Education in November 2015.

As a science educator, educational researcher, and parent of two daughters (8<sup>th</sup> and 5<sup>th</sup> grade), I can unequivocally say that the Michigan K-12 Science Standards are the most rigorous, engaging, and research-based standards available. They advocate learning that integrates the three dimensions of science – the science and engineering practices, disciplinary core ideas, and crosscutting concepts – into “three-dimensional” experiences for students. One of the main benefits of adopting state standards that are aligned to national standards is that it allows for this kind of collaboration.

The new science standards have allowed Michigan science teachers to collaborate and share resources with teachers around the country who are implementing similar standards. This happens at state and national conferences as well as online on countless blogs, message boards, and social media sites. Science teachers have developed a robust professional network through Twitter that allows them to share best practices and resources related to the new standards. They use the hashtags #MiSciChat, #NGSS, and #NGSSchat to share. I invite you to check out these hashtags and see for yourself how the standards are benefitting Michigan students.

I understand the concerns that national standards raise in regards to local control. However, Michigan has always remained in control of its own standards and has adapted national standards to the needs and best interests of Michigan students. If there are any concerns about federal intrusion into education in our state, it is not through the standards themselves but rather through accountability policies.

I have worked with hundreds of teachers and administrators across Michigan and they overwhelmingly support the new Michigan Science Standards. They do, however, have concerns about accountability policies such as Michigan's Top-to-Bottom School Rankings and the use of state assessment data for teacher evaluation. These are separate issues from the standards themselves, and I encourage you to consider how you might change the accountability policies to help alleviate these concerns. Educational researchers have overwhelmingly concluded that using students' scores on standardized tests to evaluate teacher quality is not methodologically sound (see <http://www.kappanonline.org/value-added-models-what-the-experts-say/>).

I strongly believe that it is these issues around accountability that need to be addressed, not the standards themselves. HB 4192 also includes provisions about the rights of parents to opt-out of testing, indicating these concerns. Unfortunately, the issues surrounding standardized testing and accountability have been unnecessarily entangled with learning standards themselves. The role of standards is simply to define the learning goals for students. Michigan's K-12 Academic Standards in Science, Mathematics, and English Language Arts are based on current available research and represent the consensus of teachers and educational researchers. The issue that needs to be addressed is how teachers and schools are held accountable to the standards, not the standards themselves.

Thank you for your consideration. I strongly encourage you to seek insight from Michigan teachers as you consider HB 4192 and future bills about educational issues.

Sincerely,

David Stroupe, Ph.D.  
Associate Director for STEM Teacher Education in the MSU CREATE for STEM Institute  
Assistant Professor of Science Education  
Department of Teacher Education  
Michigan State University  
dstroupe@msu.edu  
517-353-0664

## Sondra Gordon

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**From:** Clinton Bartholomew <clinton.bartholomew@jacksonpec.org>  
**Sent:** Monday, February 27, 2017 9:27 AM  
**To:** Sondra Gordon  
**Subject:** House Bill 4192

Dear Representative,

I am a parent, teacher, and voter in Michigan. I am writing with reference to House Bill 4192 which was sponsored by House Republican Gary Glenn which has been referred to the Committee on Michigan Competitiveness on February 9th, 2017. This bill seeks to terminate "all plans, programs, activities, efforts, and expenditures relating to the implementation of Michigan K-12 Science Standards". In addition, it seeks to unilaterally prohibit the board from "adopting, aligning to, or implementing any other national or multistate consortium standards from **any source**." I can understand and sympathize with representative Glenn's emphasis on local control of curriculum. However, this bill then turns around and dictates state control of content demanding that "state academic content standards shall be the same as the academic standards in effect in **Massachusetts** during the 2008-2009 school year." Not only does this bill cede control of Michigan standards to the dictates of Massachusetts, but it aligns our standards with standards in Massachusetts which Massachusetts has abandoned because better standards have emerged.

I write this letter as High School science teacher in Jackson, MI who has been using the Michigan Science Standards since their implementation in Michigan. This year I was chosen Jackson's Teacher of the Year by Jackson Magazine, and in my professional opinion the current Michigan K-12 Science Standards are the best standards this state has seen in years. Since implementing the standards in my classroom student understanding, interest, and growth has substantively increased. The spirit among all of the science teachers I know is overwhelming appreciation and admiration for these standards. In particular, we love how they create extensive freedom for the teacher in how they are implemented. Precisely because these standards are aligned to standards from a multistate consortium, we can regularly borrow from and contribute to resources from this interstate community of teachers both inside and outside the state.

It should be noted that I am not just a common teacher. I come to the profession having first received a Ph.D. from Vanderbilt in Cell and Developmental Biology. I currently have **nine** hard science journal articles published in peer-reviewed journals including two articles in the prestigious *Proceedings of the National Academy of Science*. As a published researcher in the sciences when I reviewed the the current Michigan K-12 Science Standards I was struck by how they actually recapitulated the essential scientific process and scientific thinking in the classroom. The standards proposed by this bill seeks to revert the state to standards which emphasize rote memorization and focus on extraneous scientific information. If this committee wants Michigan's future scientists to be competitive, staying with the current Michigan K-12 Science standards is the correct path to follow.

While I am currently a High School teacher, when I was a postdoctoral fellow at the University of Michigan I was a peer reviewer of educational journal articles and a contributor to the *Journal of Microbiology and Biology Education*. Speaking as both an educational researcher and high school science teacher, I can say that the current Michigan K-12 Science Standards are excellent standards which are pedagogically sound, developmentally appropriate, and scientifically rigorous. This is not surprising given the fact that they were developed from a grassroots organization of science teachers, educational researchers, and science professionals. These standards are endorsed by the both my local science teaching colleagues, the Michigan Science Teachers Association, and the National Science Teachers Association. They also have my overwhelming endorsement.

Finally, I am concerned in the manner in which this bill is being handled. This bill would dramatically affect the Department of Education, local school boards, individual teachers, and my students. Such an extensive change in Michigan policy should require extensive town hall meetings and discussions with all the parties involved instead of being heard on a Wednesday afternoon when it is nearly impossible for the interested parties to attend. This bill would upend months and years of work by science teachers, including myself, as well as the Department of Education. Passing this bill will waste the already spent effort and monetary resources by Michigan's taxpayers. The result of this bill would be to make Michigan noncompetitive and I urge you to vote NO on House Bill 4192.

*Please include this letter in the meeting notes.*

Sincerely,



Clinton Bartholomew

*Science Department Chairman  
Academic Council  
Robotic Team Coach  
LMS Administrator*

Jackson Preparatory & Early College  
t: 517.768.7093 | 517.795.2735



**As an educator, educational researcher, and parent I strongly oppose HB 4192.** The bill would “terminate all plans, programs, activities, efforts, and expenditures relating to the implementation of Michigan K-12 Science Standards and the educational initiative commonly referred to as the Common Core Standards.” Michigan’s educational standards are based on the best available evidence and represent a consensus among experts about the knowledge and skills required for college and career readiness. Repealing them now would be disastrous for schools and would be a huge setback for Michigan students.

I taught biology for six years at Lansing Catholic High School before leaving the classroom four years ago to pursue a PhD in science education at Michigan State University. The major impetus for my attending graduate school was reading the National Research Council’s *Framework for K-12 Science Education* and realizing that the new vision of science learning put forth in that document was exactly what I dreamed of for my students. I left the classroom to figure out how to make this kind of learning a reality for all Michigan students, and I plan to return to high school teaching as soon as I complete my PhD.

Michigan educators took on a leading role in using the NRC *Framework* to develop the Next Generation *Science Standards*. These standards were further tailored to Michigan students and resulted in the *Michigan K-12 Science Standards*. After a lengthy process of gathering public comments and feedback, The Michigan Board of Education voted to adopt the standards in November 2015. The new science standards are overwhelmingly supported by Michigan science educators.

**As a science educator and researcher, I can unequivocally say that the *Michigan K-12 Science Standards* are the most rigorous, engaging, and research-based standards available.** They advocate learning that integrates the three dimensions of science—the science and engineering practices, disciplinary core ideas, and crosscutting concepts—into “three-dimensional” experiences for students. I have spent the last four years working on a project called *Carbon TIME* at Michigan State University to develop curriculum materials and professional development for teachers aligned to the new standards. This project is funded by the National Science Foundation, and includes researchers and teachers from across the country. One of the main benefits of adopting state standards that are aligned to national standards is that it allows for this kind of collaboration.

In addition to research projects like *Carbon TIME*, the new science standards have allowed Michigan science teachers to collaborate and share resources with teachers around the country who are implementing similar standards. This happens at state and national conferences as well as online through countless blogs, message boards, and social media sites. Science teachers have developed a robust professional network through Twitter that allows them to share best practices and resources related to the new standards. They use the hashtags #MiSciChat, #NGSS, and #NGSSchat to collaborate. I invite you to check out these hashtags and see for yourself how the standards are benefitting Michigan students.

**As a parent of two elementary-aged daughters I have seen firsthand how Michigan's math and language arts standards support students in developing critical thinking skills.** I have visited their classrooms and observed their teachers asking students questions such as, "What is your evidence?" and "How do you know that?" because our standards require that kind of critical thinking, even from first graders. In response to the standards adopted in 2010, my daughters' teachers have worked diligently to improve their practice and to educate parents about the shifts in instruction the standards require. It is clear these rigorous standards are driving instructional changes to ensure that Michigan's students achieve at the highest levels. Given recent reports that have found that Michigan students rank at or near the bottom in achievement and growth nationally, having state standards that are aligned to national standards is more important than ever. Repealing our current standards and replacing them with something else would set Michigan students back even further.

**Some people mistakenly believe that adopting state standards aligned to national standards undermines local control.** However, Michigan has always remained in control of its own standards. Efforts in recent years to adopt rigorous academic standards that are rooted in research and similar to standards in other parts of the country honors local control as well as the needs and best interests of Michigan students. In addition, standards set learning goals only, they do not prescribe curriculum and instruction. Thus, Michigan schools have the authority to determine how to best help their students achieve the goals set out in the standards. I have extensively researched the issues surrounding the adoption of state standards based on national standards. For more information please see my article at <http://tinyurl.com/WRJohnson-Standards>

There are issues facing our schools that need to be addressed, but the standards are not the problem. Having worked with hundreds of teachers and administrators across Michigan, I understand that they overwhelmingly support Michigan's academic standards and believe that our attention should shift to other pressing issues. For example, we need to scrutinize how we use standardized testing to rank schools and how we use those rankings to make high-stakes decisions. Teachers are also concerned about the over-use of state test data for teacher evaluations, as well as inconsistency across grade levels and subject areas for how standardized testing data is tied to teacher evaluation. Overwhelmingly, educators are exhausted by the constant changes being made to schools, and having to continually to revisit tired issues like the current debate around our state standards, rather than addressing their legitimate concerns.

**Michigan has real challenges when it comes to education, but our standards are sound and are helping us move in the right direction.** We have some of the most dedicated, knowledgeable, and passionate teachers in the country, who work tirelessly to do what is best for Michigan students. As lawmakers consider changes to our education system, I strongly encourage them to seek insight from Michigan educators.

Wendy R. Johnson, M.S.

PhD candidate in Curriculum, Instruction, and Teacher Education

John3062@msu.edu

*The views represented in this letter are my own and not necessarily endorsed by past, current, or future employers or professional associations with which I am affiliated.*



## Sondra Gordon

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**From:** Deborah Herrington <herringd@gvsu.edu>  
**Sent:** Sunday, March 12, 2017 9:07 PM  
**To:** Sondra Gordon  
**Subject:** A letter in Opposition of HB 4192

Dear Committee Clerk Gordon,

I am not able to attend the House Competitiveness Committee where you will be discussing HB 4192 to repeal Michigan's K-12 academic standards as I will be teaching. However, I wanted to voice my opposition to this bill. I have included a statement below that outlines the reasons behind my opposition of this bill and I hope that it can be included in the meeting minutes.

I wanted to voice my strong opposition to HB 4192. The bill would "terminate all plans, programs, activities, efforts, and expenditures relating to the implementation of Michigan K-12 Science Standards and the educational initiative commonly referred to as the Common Core Standards." As a parent, I have seen the impacts of the Common Core for my children who are currently in 4<sup>th</sup> and 5<sup>th</sup> grade. As a science educator and educational researcher, I know that Michigan's educational standards (Common Core and the new Michigan Science Standards based on the Next Generation Science Standards) are based on the best available research into how students learn and represent a consensus among experts about the knowledge and skills required for college and career readiness. Repealing these standards and replacing Common Core with the proposed 2008-2009 Massachusetts standards would be disastrous for schools and would be setting Michigan and its students back decades.

Michigan educators took on a leading role in using the NRC *Framework* to develop the Next Generation Science Standards. These standards were further tailored to Michigan students and resulted in the Michigan K-12 Science Standards. After a lengthy process of gathering public comments and feedback, The Michigan Board of Education voted to adopt the standards in November 2015. The new science standards are overwhelmingly supported by Michigan science educators.

As a science educator and researcher as well as an early evaluator of the Next Generation Science Standards, I can say that the Michigan K-12 Science Standards are the most rigorous, engaging, and research-based standards available. They advocate learning that integrates the three dimensions of science—the science and engineering practices, disciplinary core ideas, and crosscutting concepts—into "three-dimensional" experiences for students. In doing so, these standards provide for students a more accurate model of how scientists construct knowledge. Accordingly, these standards promise to better prepare our students for future careers in Science, Technology, Mathematics, and Engineering careers.

As a parent of two elementary-aged children I have seen firsthand how Michigan's math and language arts standards support students in developing deep thinking skills. As a science education researcher who focuses on teacher professional development, I have had the opportunity to work with many teachers in my children's school district and it is clear these rigorous standards are driving changes to ensure that Michigan's students achieve at the highest levels. Given recent reports that have found that Michigan students rank at or near the bottom in achievement and growth nationally, using state standards aligned to national standards is more important than ever. Repealing our current standards and replacing them with something else would set Michigan students back even further.

Michigan has real challenges when it comes to education, but our standards are sound and are helping us move in the right direction. We have some of the most dedicated, knowledgeable, and passionate teachers in the country, who work tirelessly to do what is best for Michigan students. As lawmakers consider changes to our education system, I strongly encourage them continue to help us move forward and seek insight from Michigan educators.

Sincerely,

\*\*\*\*\*

Deborah Herrington Ph.D

Professor

Chemistry Department – Associate Chair

Grand Valley State University

1 Campus Drive

Allendale, MI 49401

Office: 315 Padnos Hall

Phone: (616) 331-3809

Fax: (616) 331-3230

[www.gvsu.edu/targetinquiry](http://www.gvsu.edu/targetinquiry)

From: Joyce A Heideman [jboxerdoc@aol.com](mailto:jboxerdoc@aol.com)

To: Sondra Gordon , Rep. Lee Chatfield, members of the Michigan House Committee on Competitiveness.

Dear Members of the House Committee on Michigan Competitiveness:

I am a parent and small business owner in Michigan and I urge you to reject HB 4192 as it is written.

As a business owner for almost 30 years, I have seen high school graduate after high school graduate, apply for a job without being able to spell simple words and do simple math. This has been more and more evident over the past 20 years. I give a simple test to applicants, asking them questions like; figure out the 6% sales tax on \$10 or spell the word Dalmatian. It is disheartening to see how many high school graduates cannot do these simple tasks.

I also have a son that graduated from high school and then needed to remediate courses in ELA and math in order to proceed to take the courses that would count towards his degree. From what I understand, this is the norm, rather than an exception, with up to 60% of graduates needing to remediate once they enter college. And just a reminder, those remedial courses are not free! It is costing our students the same amount as a credit bearing course to remediate subjects they should have learned before graduation!

These are just 2 of the reasons that I supported rigorous, college and career ready standards for Michigan in the first place. If our students have a prayer of competing in the global economy, they need standards that prepare them for that world. Michigan's current college and career ready standards are just that. They are benchmarked standards that tell teachers, students and parents what they should know at a given grade level. This keeps students on track to be ready to enter college or the work force when they graduate. As I understand (and I have done the research), they are not curriculum. Standards are what students need to know, curriculum are the texts and lesson plans that teach to the standards. As our legislators, I would hope that you know this difference. The standards we currently have were voluntarily adopted by our state and the curriculum is locally decided upon at the district level. To insinuate that our current standards or curriculum are a federal government mandate is misleading and untrue.

The suggestion in this bill that we adopt Massachusetts' standards from 2008-2009 to replace our current standards is absurd. First of all, is the legislature aware that Massachusetts currently uses the common core state standards? Those are the same standards that our current state standards are based on. They adopted the common core standards in 2010 because they recognized that their standards were not as robust as the common core state standards. Why would our legislators want to take our state back a decade instead of going in the direction that Massachusetts (the gold standard) has gone?

A quick look at Massachusetts history of learning standards may help you. Check this out:

<http://www.doe.mass.edu/Candi/standards/History.pdf> . What you will find is that not only did MA have issues with college and career readiness in their old standards, MA educators played an important role in developing the Common Core State Standards. When compared with MA and CA's standards (2

of the best in the nation) Common core was found to be more rigorous and better at preparing students for college and the workplace.

It is very disconcerting that our legislators would endeavor to make our standards less rigorous. Even more disturbing is the suggestion that we spend more time and money on adopting MA's old standards, and requiring our districts to develop and apply aligned curriculum. It took a lot of time and money to get the current standards properly implemented and we are already seeing an improvement in graduation rates and college and career readiness. To stop this midstream and switch to something that is sub-par would be ridiculous and a disservice to the children of this state.

I implore you to reject HB 4192

Joyce A Heideman

February 21, 2017, Thursday

Dear Michigan Representatives,

Writing to you all today in regards to yesterday's committee meeting discussing Common Core and HB 4192.

I am a mother, a college instructor, and have great concerns about Common Core Education on both aspects. As a mother of a very bright 16 year old daughter, I see her continuous struggles in the current high school curriculum today. Her struggles are clearly due to the "one size fits all" education platform that does not fit her way of learning, nor her natural talents and skills. I have 4 children and she definitely holds different talents from the rest of her siblings in that she is musically inclined and has great artistic abilities. She plays 4 musical instruments, all of which she is self-taught before enrolling in band classes at the middle school and high school level. Her high school art teacher tells her she is so advanced in her skills that the current art class will not be advantageous to her.

I bring this to the forefront to point out her areas of expertise and talent which is not part of the "one size fits all" Common Core curriculum. For a long time, she had felt as if something was wrong with her that she couldn't be successful in school. As a mother I always knew why she struggled in those academic areas of English, Math, History, etc. because this is not how her brain is wired. It's not to say she shouldn't take the basic required courses, but always wished I could help her design a curriculum geared toward her natural abilities and skills. When she was at the middle school level I had spoken with the principal to see if there was any possible way to create this curriculum that would flourish and grow all areas of who she is. Of course, it was not possible because of Common Core standards.

I quickly realized there was an issue within the educational system my daughter was caught up in. I started doing my own research and realized what Common Core was, which is nothing more than data mining of our children to determine what areas they would be best in the workforce; which none of it was towards Art and Music. There has been much mention of doing away with the music and art programs in schools because it wasn't useful information. Imagine what would happen to my child if this was the case. She would continuously feel like a misfit with potential to feel useless in society. We all know what happens to children who feel useless. I ask how many other children feel like this with nobody taking the time to understand what the root cause is? Is this the kind of Michigan we want for our children? It was mentioned many times in the hearing by Representative Chatfield how we want what is best for all children in Michigan. We want the best academic students. Yet, we hear lots of opposition from Representative Hammoud.

As an 11 year college instructor, students do not come to School College ready. My students can not spell, cannot critically think, and cannot write clearly and legibly. All basic skills we are losing within our children, which is a pure shame. Hand writing is very important in that it helps to develop their personal identity and self-expression. Spelling is important in the class I teach, Medical Terminology, because the Medical Field is not an area we can afford to have spelling errors; as each term has medical meaning towards organs, body systems, treatments, symptoms, etc. I design all curriculum forcing my students to hand write all answers. They do not take a computer test or homework from the computer. Forcing students to hand write helps to develop personal style of writing, proper spelling, and most importantly, critical thinking. I have students from Nigeria who are A+ students across the board in every assignment and test; yet my American students are B-, C's, and D's. If Common Core is so awesome then why do

Americans have low testing scores; yet Nigeria students are A's 100% of the time? Does Nigeria teach Common Core?

After yesterday's meeting, listening to all the comments and opinions I came up with this conclusion. It is my personal opinion many do not really have our children's' best interest at heart. Those who oppose the HB 4192 think of our children as commodities. If they did not, they would not make statements "we cannot stop the curriculum now as we do not have enough information compiled yet." Does this mean my child is nothing more than a study? As a mother, it angers me to hear these things from those who only care about statistical information on how well this curriculum is working. As an instructor, I spend time getting to know my students and mentor them based on who they are. I make modifications to my curriculum every semester to help them learn the material. It is my goal to propel them towards successful learning, which in turn builds their self-confidence and personal abilities; helping them to understand who they really are and how they can contribute to society the best way possible. I only wish that all of you who are involved in our children's education would take these aspects into great consideration while pondering what is best. They are not your children, they are ours. We love our children more than you. We do know what is best for them and I do feel we should have the ability to have a part in decision making process regarding their academics and curriculum. We parents do spend much time with our children more than anyone else; and for Representative Hammoud to insinuate we parents do not know what is best is wrong.

When I was in high school, we took tests to help each of us determine what areas of academics were our strengths. At that point, we could take classes based on those strengths. We had school counselors who would spend time outlining possible careers in areas of strength. Today, I have many college students who are unsure of what they want and spend many unnecessary hours and money spinning their wheels in taking courses hoping to find themselves. What a shame!

Therefore, I urge you all to support this bill. I feel it will give all of us a good fighting chance for our future children and the ability to revamp the current non-beneficial educational system doing away with the "one size fits all" curriculum. Thank you. Yvette Franco-Clark

God Bless!  
Yvette Franco-Clark  
989-860-2346



**March 15, 2017**

**Chairman Chatfield and Members of the House Michigan Competitiveness Committee:**

**We write you today in our individual capacity to voice our opposition to House Bill 4192.**

**Among other concerning changes, this bill calls for replacing the current Michigan Science Standards. These standards were written, reviewed, and discussed in public meetings across our state by Michigan educators, parents, and citizens. In their place, HB 4192 proposes using outdated and out-of-use standards from Massachusetts.**

**As members of the science education community – including school teachers, university faculty, and members of the professional community, we oppose this bill and urge you to do the same.**

**Respectfully submitted,**

**Aaron Boyd,  
Whitehall District Schools**

**Aaron Perry,  
Farmington**

**Abigail Chapman,  
Caro Community Schools**

**Adam Alster,  
Detroit Public Schools  
Community District**

**Adam Cassel,  
Grand Blanc**

**Adam Simmer,  
Lansing**

**Adam Spina,  
Williamston Community  
Schools**

**Adriana Sybenga,  
Grand Rapids**

**Adriana Tortora,  
Grand Ledge Public  
Schools**

**Adrienne Ewald,  
Jenison Public School**

**Aekam Boyan,  
Saint Joseph**

**Ahmad Dabas,  
Shepherd**

**Alan Green,  
Lake Fenton**

**Aleta Damm,  
Jackson Public Schools**

**Alex Gulyas,  
Grosse Pointe**

**Alex Moran,  
University of Michigan**

**Alexandra Ochoa,  
Dearborn Public Schools**

**Alice Putti,  
Jenison Public School**

**Alicia Phillips,  
Stockbridge**

**Alina Taylor,  
Detroit Public Schools  
Community District**

**Alison Maes,  
Ferndale**

Allison Thiede,  
Romulus

Allyson Walroth,  
Grand Blanc Community  
Schools

Allyson Zaneti,  
Trenton

Alyssa Kane,  
Anchor Bay School District

Amanda Adams,  
Grand Ledge Public  
Schools

Amanda Medina,  
Okemos Public Schools

Amanda Pawlik,  
Grand Blanc Community  
Schools

Amanda Squibb,  
Huron Valley

Amber McRay,  
Mason Public Schools

Amber Richmond,  
Detroit Public Schools  
Community District

Amelia Otto,  
Caledonia Community  
Schools

Amelia Waters,  
Van Buren Schools

Amelia Wenk Gotwals,  
Michigan State University

Amie Snapke,  
Ann Arbor Public Schools

Amy Blair,  
Grand Blanc Community  
Schools

Amy Deller-Antieau,  
Grosse Ile Township  
Schools

Amy Emmert,  
Belle Isle Aquarium and  
Conservatory

Amy Johnston,  
Grand Blanc

Amy Keys,  
Rochester

Amy Lazarowicz,  
Detroit Public Schools  
Community District

Amy Oliver,  
Allegan AESA

Amy Smith,  
Lake View Public Schools

Amy Stirling,  
Kent ISD

Amy Weesies,  
Hart Public Schools

Andon Pogoncheff,  
Lansing

Andrea Kumm,  
Oakland Schools

Andrea McCune,  
Troy

Andrea Oswald,  
Alma Public Schools

Andrea Pisani,  
Washtenaw ISD

Andrea Thelen,  
Lakeville Community  
Schools

Andrea Vandeberghe,  
Live Clinton Township

Andrea Wilkerson,  
Grand Blanc

Andrew Backman,  
Grosse Pointe Public  
Schools

Andrew Bunker,  
Grand Blanc Community  
Schools

Andrew Pola,  
Grosse Pointe Public  
Schools

Andrew Steinman,  
Rockford Public Schools

Andrew Vanden Heuvel,

## **Grand Haven**

**Andy Lockwood,  
Jackson**

**Angela Chaput,  
JKL Bahweting Anishnabe  
PSA**

**Angela Cheritt,  
Waverly**

**Angela Clark-Pohlod,  
Laingsburg Community  
Schools**

**Angela vonSchwarz,  
Grosse Pointe Public  
School System**

**Angelia Mahone,  
Detroit Public Schools  
Community School District**

**Anita Allen,  
Southfield Public Schools**

**Anjana Kapoor,  
Detroit Public Schools  
Community District**

**Anjana Kapoor,  
Detroit Public School  
Community District**

**Ann Marie Sadler,  
Northville Public Schools**

**Anna Rickard,  
Whitmore Lake Public  
Schools**

**Anna Schunot,  
Grand Blanc Community  
Schools**

**Anne Bedford,  
Williamston Community  
Schools**

**Anne Sullivan,  
Ann Arbor**

**Anneka Jankowiak,  
Southfield Public Schools**

**Anne-Marie Clark,  
Royal Oak**

**Annis Hapkewicz,  
Okemos Public Schools  
(ret.)**

**AnnMarie Willette,  
Saugatuck**

**Anthony Preston,  
Detroit Public School  
Community District**

**Anthony Ruela,  
Plymouth-Canton  
Community Schools**

**April Washington,  
Detroit Public School  
Community District**

**Aron Drake,  
Midland Public Schools**

**Ashley Gulker,**

## **Lansing**

**Ashley Wilmot,  
AMA-ESD**

**Audrey Richardson,  
Detroit Public Schools  
Community District**

**Bambi Smith,  
Clawson**

**Barb McLaughlin,  
Ferndale**

**Barbara Beck,  
Allendale**

**Barbara Case,  
Detroit Public**

**Barbara Davis,  
Grosse Pointe Public  
Schools**

**Barbara Johnson,  
Plymouth -Canton  
Community Schools**

**Barbara Null,  
Glenn Public School**

**Barbara Pepper,  
Troy**

**Barbara Sharrar-Green,  
Westland**

**Barry Rubin,  
Bloomfield Hills**

Ben Jalbert,  
Allegan Michigan

Benjamin Hodges,  
Grand Rapids Public  
Schools

Berlynn Beaver,  
Hamadeh Educational  
Services

Beth Eiler,  
Williamston Community  
Schools

Beth Keller,  
Gull Lake Community  
Schools

Bethany Arkison,  
South Arbor

Bethany Hatzl,  
Riverview Community  
School District

Bette Swando,  
Lakeview School District

Betty Underwood,  
Lansing

Blessing Bloodworth,  
Troy School District

Blondine Hoskins,  
Detroit

Bonnie Blackman,  
Kalamazoo Public Schools

Brad Stevens,  
Zeeland Public Schools

Bradley Aaron, M.S.,  
Ann Arbor

Bradley Ambrose,  
Grand Valley State  
University

Bradley Smit,  
Saugatuck

Brenda K. Brown,  
Mason Consolidated  
Schools

Bri Conners,  
Kent ISD

Brian Hugo,  
Grand Blanc Community  
Schools

Brian Ward,  
Saugatuck Public Schools

Bridget DeYoung,  
Williamston Community  
Schools

Bridget Warnke,  
Manistee High School

Brooke Holloway,  
Pinckney Community  
Schools

Brooke Schmidt,  
Lighthosue Academy

Brooke Tucker,  
Trenton Public Schools

Bruce Szczechowski,  
Southgate Community  
Schools

Brynn Hanke,  
Romulus MI

Caitlin Pemble,  
Okemos

Caleb Miller,  
St. Johns Public Schools

Cameron Bancroft,  
Marquette Area Public  
Schools

Candi Gorski,  
Birmingham Public Schools

Candice Huddleston,  
Whitmore Lake Public  
Schools

Carey Sleight,  
North Huron

Carl Van Faasen,  
Holland Public Schools

Carl Wozniak,  
Northern Michigan  
University

Carmen Butler,  
Wayne

Carmen Butler,

Wayne

Carol Franz,  
Leslie Public Schools

Carol Gursky,  
Northville

Carol Suarez,  
Dearborn Schools

Carol Vollmerhausen,  
Southgate

Caroline Hankins,  
Saugatuck

Carolyn Baker,  
Waverly Community  
Schools

Carolyn Grapentine,  
Flat Rock Community  
Schools

Carolyn S Kaminen,  
Mackinac Island

Carrie Dygert,  
Pinckney Community  
Schools

Carrie MacCaughan,  
Fenton Area Public Schools

Casey King,  
Allen Park Public Schools

Cassie Petrimoulx,  
Utica Community Schools

Catherine Bats,  
Lansing

Catherine Fillwock,  
Grand Blanc

Catherine Forcillo,  
Grosse Pointe Public  
Schools

Catherine Gammage,  
Melvindale NAP

Catherine LeGalley,  
Detroit

Catherine Molloseau,  
Grand Rapids Catholic  
Central High School

Catherine Shecter,  
Redford Union Schools

Cathleen Farrell,  
Huron School District

Cathleen Oldfield,  
Grosse Ile

Cathryn Ferrara,  
Marquette Area Public  
Schools

Cathy Helton,  
Ann Arbor

Cathy Kratz,  
Caro

Cathy Merrifield,  
Ionia Public Schools

Cathy Smith,  
Rochester community

Cay Schmidt,  
Ferndale School District

Cessandra Wright,  
Black River Public School

Chad Rojeski,  
Utica

Chad Segrist,  
Detroit Public Schools  
Community District

Chandler Missig,  
Van Buren Public Schools

Chantay Blankenship,  
Detroit Public Schools  
Community District

Charles Gibson,  
Grosse Pointe Public  
Schools

Charles Kressbach,  
Triumph Academy

Charles W. (Andy)  
Anderson,  
Michigan State University

Charles White,  
Ann Arbor

Cheri Trefney,  
Grosse Pointe Public

Cherie Hunter,  
Monroe County ISD

Cherryl Knowles,  
Detroit Public Schools  
Community District

Cheryl Garner,  
Grandville Public Schools

Cheryl Hach,  
Kalamazoo Area  
Mathematics & Science  
Center

Cheryl Lewis,  
Williamston Community  
Schools

Cheryl Simons,  
Detroit Public Schools  
Community District

Choi Johnson-Shorter,  
Detroit Public Schools  
Community District

Chris Armitage,  
Portage Public Schools

Chris Chopp,  
Comstock

Chris Costa,  
South Lyon Community  
Schools

Chris Standerford,  
Negaunee

Chris Thomas,

Ann Arbor Public Schools

Christa Haverly,  
Ingham County

Christian Howd,  
Grand Blanc

Christie Morrison Thomas,  
Ann Arbor Public Schools

Christina Alvarado,  
Waverly Community  
Schools

Christina Restrepo,  
Lansing Public Schools

Christina Schwarz,  
Okemos

Christina Sobolak,  
Archdiocese of Detroit

Christina Wills,  
Carman Ainsworth

Christina Wilson,  
Alpena Public Schools

Christine Barrera,  
Waverly Community  
Schools

Christine Brownfield,  
Detroit Public Schools  
Community District

Christine Geerer,  
Grosse Pointe

Christopher Amore,  
Grosse Pointe

Christina Buttler,  
Grand Blanc

Cindy Compton,  
Port Huron

Cindy Decker,  
Grand Blanc

Cindy Hyaduck,  
Mason Public Schools

Claire Reynolds,  
Fenton Area Public Schools

Claire Sobolak,  
Grosse Pointe Public  
Schools

Clara Beaver,  
Taylor

Clarence Garner,  
Grand Blanc Community  
Schools

Claudia Foerg,  
University of Detroit Jesuit  
High School & Academy

Clayton Faivor,  
Ellsworth Community  
School

Clinton Bartholomew  
Ph.D.,  
Jackson Prep & Early  
College



Cody Squibb,  
Huron valley

Colleen Chapoton,  
Kalamazoo Public Schools

Colleen Hill,  
Hamadeh Educational  
Services

Colleen Kayl,  
Michigan Virtual Charter  
Academy

Colleen Leh,  
Lake Orion

Colleen Noechel,  
Utica Community Schools

Colleen Polydoras,  
Northville Schools

Conni Crittenden,  
Williamston

Connie Kennedy,  
Bay City Public Schools

Craig Histed,  
Grand Blanc Community  
Schools

Craig Roys,  
Armada Area Schools

Craig Tait,  
Dewitt

Craig Westra,

Jenison Public Schools

Cris DeWolf,  
Chippewa Hills High School

Cristina Sienkowski,  
Warren Consolidated  
Schools

Crystal Brown,  
Gibraltar School District

Crystal Sobeck,  
Grand Blanc Community  
Schools

Cynthia Grahl-Wells,  
Plymouth-Canton  
Community Schools

Cynthia McCormick,  
Webberville Community  
Schools

Cynthia Ricks,  
Charlotte Public Schools

Cynthia Warber,  
Swartz Creek Community  
Schools

Cynthia Webster,  
Okemos Public Schools

Dan Spencer,  
Western School District

Dana Caloia,  
Livonia Public Schools

Dana Gosen,

Freeland Community  
School District

Dana Newman,  
Royal Oak

Daniel Bai,  
Hamadeh Educational  
Services

Daniel Lorts,  
Bloomfield Hills, MI

Daniel McAnally,  
Romulus Community  
Schools

Danielle Aguilar,  
South Redford

Danielle Doan,  
Rochester Community  
Schools

Danielle Kopper,  
Williamston

Danielle Seabold,  
Kalamazoo RESA

Danielle Stephens,  
Plymouth-Canton  
Community Schools

Danny Keith,  
Williamston Community  
Schools

Danny Solgot,  
Romulus Community  
Schools

Darlene T Allen, Marquette Area Public Schools	Plymouth-Canton Community Schools	Deborah Herrington, Zeeland
D'Aun Taylor, Romulus	Dawn Dipzinski, Grand Blanc Community Schools	Deborah Peek-Brown, Detroit Public Schools Community District
Dave Chapman, Okemos Public Schools	Dawn Kahler, Kalamazoo Public Schools	Deborah Pyles, Romulus
David Bassin, Fenton Area Public Schools	Dawn KOTkso, Grand Blanc Community Schools	Deborah Quinn, Waverly Community Schools
David Bydlowski, Wayne RESA	Dawn sheick, Grand Blanc	Deborah Stephens, Plymouth-Canton Community Schools
David Chapman, Whitmore Lake Public Schools	Dawn Townsend, School District of the City of Pontaic	Deborah Tabbert, Linden Community Schools
David Consiglio, Southfield Public Schools	Dayna Lundberg, Michigan Virtual Charter Academy	Deborah Turley, Dearborn
David Foy, Holt	Dean Youngren, Jackson Public Schools	Deborah Willette, Lake Orion
David LeClerc, Southfield Public Schools	Deanna Fakhouri, Troy School District	Debra Linton, Central Michigan University
David Polley, Chelsea School District	Deb Tiller, Grand Blanc Community Schools	Debra Marcusse, Saugatuck Public Schools
David Proctor, Mount Pleasant Public Schools	Deborah Bloomhuff, Harper Woods District Schools	Debra Prakobkij, Warren Consolidated
David Stroupe, Michigan State University	Deborah Clay, Okemos	Debra Wilson, Grand Blanc Community Schools
David Thompson,		

Deena Parks,  
Dearborn Public Schools

Delores Alexander,  
Detroit Public Schools  
Community District

Demetria Hoskins,  
Detroit Public Schools  
Community District

Demetria Hoskins,  
Detroit

Denise Church,  
Allen Park Public Schools

Denise Schroeder,  
Ann Arbor

Dennis Harlan,  
Birmingham Schools

Derek Sale,  
Warren Consolidated  
Schools

Derek Taranko,  
Whitehall District Schools

Deric Learman,  
Beal City

DeVette Brown,  
Detroit Public Schools  
Community District

Diana Ballout,  
Star International  
Academy

Diana Kish,  
Grand Blanc

Diana Koss,  
Detroit Public Schools  
Community District

Diana Matthews,  
Oakland

Diane Blakemore,  
Grand Rapids

Diane Janetzke,  
Holt

Diane Walker,  
Detroit

Dianne C. McPharlin,  
Grosse Pointe Public  
Schools

Dillon Ross,  
Detroit public schools

Donald Wilson,  
Rochester

Doniece Langdon,  
Utica community schools

Donna Kozma,  
JKL Bahweting PSA

Donna Sharfinski,  
Detroit

Donyelle Johnson,

Detroit Public Schools  
Community District

Doris Goetz,  
Grand Blanc Community  
Schools

Dorothea A. Martin,  
Detroit

Doug Damery,  
Addison Schools

Douglas Bernardin,  
Ann Arbor

Dr. Gene Wicks,  
Sault Ste. Marie Area  
Public School District

Dr. Greg Forbes,  
Lowell

Dr. Herm Boatin,  
Inland Lakes Schools,  
Indian River

Dr. Phillip Pittman,  
Allen Park Public Schools

Dr. Timothy Travis,  
Saugatuck

Duane Engleman,  
Grand Blanc Community  
Schools

Dyann Noone,  
Detroit

Earl Eliason,

## NICE

Ebony Stewart,  
Detroit Public Schools  
Community District

Ed Oset,  
Goodrich Area Schools

Edward Maki-Schramm,  
Detroit Public Schools  
Community District

Eileen Barker,  
Lincoln Park Public Schools

Eileen Sauer,  
Okemos

Elaine Grejda,  
Rochester

Elaine Kampmueller,  
Grand Rapids Public  
Schools

Elaine Luft,  
Utica

Elisabeth O'Neill,  
Gibraltar School District

Elizabeth Beaune,  
Mason Public School

Elizabeth Bozyk,  
Retired Teacher: Wayne-  
Westland Schools

Elizabeth Christiansen,  
Midland Public Schools

Elizabeth Crowder,  
Rochester Community  
Schools

Elizabeth Ford,  
Hamadeh Educational  
Services

Elizabeth Francis,  
Grand Blanc Community  
Schools

Elizabeth Klaus,  
Port Huron

Elizabeth Kochmanski,  
Kalamazoo

Elizabeth Peter,  
Michigan Virtual Charter  
Academy

Elizabeth Proulx,  
Williamston

Elizabeth Sexton,  
Plymouth-Canton  
Community Schools

Ellen Hoyer,  
Detroit Public Schools  
Community District

Ellen Saxton,  
Harrison

Elliot Nelson,  
Pickford

Emerson Green,

## Sturgis Public Schools

Emily Byelich,  
Williamston

Emily Lipp,  
Ann Arbor Public Schools

Emily Makowski,  
Detroit Public School  
Community District

Emily Pohlonski,  
Novi Community Schools

Emily Polega,  
North Huron Schools

Emily Rennpage,  
Grosse Pointe

Emily Siriano,  
Allendale Public Schools

Emily White,  
Lakeshore

Eric Kennedy,  
South Lyon Community  
Schools

Eric Linton,  
Mt. Pleasant

Eric Mann,  
Hope College

Eric Steele,  
Detroit Public Schools  
Community District

Eric Suender,  
University of Michigan -  
Ann Arbor

Erica Lott,  
Southfield Public Schools

Erica Queen,  
Wyandotte Public Schools

Erika Bailey,  
Trenton Public Schools

Erika Darling,  
East Lansing

Erika Fatura,  
Pentwater Public Schools

Erin Lavey,  
Holt Public Schools

Erin Mastin,  
Boyne City Public Schools

Farah Bazzi,  
Dearborn Public Schools

Fran Darling,  
Marquette Area Public  
Schools (ret.)

Frank Best,  
Diocese of Marquette

Frank Burger,  
Carman-Ainsworth

Frank Klein,  
Waverly Community  
Schools

Gail Richmond,  
Michigan State University

Gary Dunn,  
Lansing

Gary Shields,  
Detroit

Geneva Langeland,  
Ann Arbor Public Schools

Gerald Holley,  
Ann Arbor Public Schools

Gerald Vazquez,  
Ann Arbor Public Schools

Geri Samp,  
Alpena Public Schools

Gina Smith,  
Kentwood

Giovanna Cappi,  
Rochester

Glen Hipple,  
Grosse Pointe Public  
Schools

Glynis Flowers,  
Detroit Public Schools  
Community District

Grace Boersma,  
Godwin Heights Public  
Schools

Greg Engel,

Alma

Greg Johnson,  
Plymouth-Canton  
Community Schools

Greg Smith,  
Michigan Virtual Charter  
Academy

Gregory Colores,  
Mount Pleasant Public  
Schools

Gregory O'Connell,  
Chippewa Valley Schools

Gregory Palen,  
Ovid-Elsie Area Schools

Gretchen Jablonski,  
Grand Blanc Community  
Schools

Gretchen Sutto,  
Fenton Area Public Schools

Gwen Jachim,  
Detroit

Hadley Brill,  
Northville Public Schools

Hannah McLaughlin,  
Ferndale

Hayley Thompson,  
Berkley

Heather Bauman,  
Dearborn Public Schools

Heather Conklin, Chelsea School District	Dearborn Public Schools	James Winkler, Clare Public Schools
Heather Damick, Plainwell Community Schools	Inger Hammond, Mason Public Schools	Jamie Brown, Waterford
Heather Luoto, Engadine Consolidated Schools	Irene Bayer, Michigan State University	Jamie Klausing, Howell Public School District
Heather Noon, Flat Rock Community Schools	Jackie Huntoon, Houghton	Jan Douglas, Plymouth-Canton Community Schools
Heather Peterson, Holt Public Schools	Jacob Bauer, Allegan	Jane Dinnen, Grand Traverse
Heather Robotham, Wyoming Public Schools	Jacqueline Bogdanski, Western School District	Jane Haga, Charlotte Public Schools
Helen Bullock, Romulus	Jacqueline Robinson, Detroit Public Schools	Jane Laycock, DeWitt
Holly Hereau, South Redford Schools	Jakob Gailitis, Williamston	Janet Chodos, Hartland Consolidated School District
Holly McGoran, Jenison Public Schools	James Blazinski, Live Chippewa Valley Schools.	Janet Joswiak, Marquette
Holly Reiser, Chelsea School District	James Dunston, Battle Creek Public Schools	Janet Vigna, Grand Valley State University
Holly Schaeffer, Olivet College	James Emmerling, Genesee Intermediate School District	Janette High, Grosse Pointe Public Schools
Holly Shaw, Brighton (BAS)	James Gell, Farmington Hills and Plymouth-Canton	Janice Coratti, Plymouth-Canton Community Schools
Inas Beydoun,	James Pantelas, Hartland	

Janice Cranston,  
Plymouth Canton  
Community Schools

Janice Neuman,  
NICE (live)

Janine Bauer,  
Plymouth-Canton  
Community Schools

Janine Gallant,  
Birmingham

Janis M. Voegel,  
Chippewa Hills

Jasan Bryan,  
Goodrich Area Schools

Jason Applegate,  
Swartz Creek Community  
Schools

Jason Bodson,  
Birmingham Public Schools

Jason Colegrove,  
Forest Hills Public Schools

Jaye Peterson,  
Ann Arbor Public Schools

Jean Crunkleton,  
Marquette Area Public  
Schools

Jean Evans,  
Roscommon Area Schools

Jean Maiville,  
Leslie Public Schools

Jeanne Sekely,  
Marquette Area Public  
Schools

Jeannie Matovski,  
Whitmore Lake Public  
Schools

Jeff Clark,  
Schoolcraft

Jeff Hodge,  
Howell Public School  
District

Jeff Poole,  
Utica Community Schools

Jeff Weller,  
Wyandotte Public Schools

Jeffrey Bouwman,  
Gibraltar School District

Jeffrey Neall,  
Flushing Community  
Schools

Jeffrey Torok,  
Davison

Jen Roman,  
Grand Blanc Community  
Schools

Jenine Dziewit,  
Troy

jennie hoffmann,  
St Ignace

Jennifer Arnswald,  
Ionia Public Schools

Jennifer Blasius,  
Lansing School District

Jennifer Boyd,  
Grosse Pointe Public  
Schools

Jennifer Bullock,  
DCDS

Jennifer Burgess,  
Dearborn

Jennifer Butkovich,  
Beal City Public Schools

Jennifer Coffman,  
Plymouth-Canton  
Community Schools

Jennifer Cornell,  
Tecumseh

Jennifer Derby,  
Forest Hills Public Schools

Jennifer Dorsch,  
Harper Woods School  
District

Jennifer Eberly,  
Howell Public Schools

Jennifer Fenner,



Plymouth-Canton  
Community Schools

Jennifer Fulton,  
Lansing School District

Jennifer Gabrys,  
Berkley Public School

Jennifer Grivins,  
Eaton Rapids

Jennifer Harrington,  
Ann Arbor Public Schools

Jennifer Hill,  
Marquette

Jennifer Lehman,  
Midland Public Schools

Jennifer Mertz,  
Meridian Public Schools

Jennifer Miller,  
Wyandotte Public Schools

Jennifer Murray,  
Dearborn Public Schools

Jennifer Nicholson,  
Lincoln Park Public Schools

Jennifer Osbourne,  
Alpena-Montmorency-  
Alcona ESD

Jennifer Richards,  
Grosse Pointe Public  
Schools

Jennifer Soukhome,  
Zeeland

Jennifer Tapolcai,  
Marquette Area Public  
Schools

Jennifer Utzinger,  
Oakridge

Jennifer Van Horn,  
Central Montcalm

Jennifer Venis,  
Dearborn Public Schools

Jennifer West,  
Birmingham Public Schools

Jennifer Wright,  
Fenton

Jennifer Hartmann,  
Garden City and Dexter

Jenny VanDaele,  
Lenawee ISD

Jeremiah Gasper,  
Kentwood Public Schools

Jeremy Cronk,  
Pennfield Schools

Jeremy Hockett,  
Lansing

Jessica Ashley,  
Oakland Schools

Jessica Clark,

Portage Public Schools

Jessica Crowley,  
Ann Arbor Public Schools

Jessica Harris,  
Northville Public Schools

Jessica Ladach,  
Romulus

Jessica Smith,  
Royal Oak Schools

Jessica Smock,  
Lawrence Public Schools

Jessica Sylvester,  
Romulus

Jessie Douponce,  
Dearborn

Jill Birkmeier,  
Downers Grove, IL district  
99

Jill Cates,  
Charlotte Public Schools

Jill Hubble,  
Saint Joseph Public  
Schools

Jill Smigielski,  
Fenton Area Public Schools

Jill Workman,  
South Redford

Jillian McKimmy,

Lansing School District

Jim Licht,  
St. Clair RESA

Jim McDonald,  
Central Michigan  
University

Joan Robertson,  
Grand Blanc Community  
Schools

Joan Schumaker Chadde,  
Lake Linden-Hubbell  
School District

Joann Brown,  
Detroit Public Schools  
Community District

Joanne Tarbutton,  
Lincoln Park Public Schools

Joe Krajcik,  
East Lansing

Joe Lopez,  
DeWitt

Joe Lubig,  
Marquette-Alger

John Filios,  
Plymouth-Canton  
Community Schools

John Gordon,  
Beal City Public Schools

John Hollingsworth,

Croswell-Lexington

John Martin,  
Waterford School District

John Matthews,  
Farmington

John Palmer,  
Plymouth-Canton

John Spicko,  
Davison

John Travis,  
Williamston/Lansing

John W Bray,  
Marquette

John Williams,  
Wayne

Jolene laszyca,  
Fenton

Jon Gray,  
Lake Orion

Jonathan Lilje,  
Lansing School District

Jora Brummette Fink,  
Okemos Public Schools

Jordan Kilduff,  
Lincoln Park Public Schools

Joseph Austin,  
Holly

Joseph Haydon,  
Saint Joseph Public  
Schools

Joseph Lutz,  
Grand Haven Area Public  
Schools

Joseph M Paxton,  
Detroit Public Schools  
Community District

Joseph Sicheneder,  
Old Redford

Joseph Wilusz,  
Kentwood Public Schools

Joseph Winkel,  
Hamadeh Educational  
Services

Joshua Dorn,  
Detroit

Joshua Green,  
Wayne-Westland

Joshua Skodack,  
Ann Arbor Public Schools

Joy Reynolds,  
Detroit Public Schools  
community district

Joyce Parker,  
Michigan State University

Judith Krause,  
Ishpeming

Julia Alder,  
Troy School District

Julia Hall,  
Romulus Community  
Schools

Julie Bennett,  
Swartz Creek

Julie Bowerma,  
Marquette

Julie Christensen,  
Dexter Community Schools

Julie Christensen,  
Shepherd

Julie Henderleiter Aldrich,  
Otsego

Julie Macha O'Hara,  
Plymouth-Canton  
Community Schools

Julie Mittan,  
Okemos Public Schools

Julie Montgomery,  
Berkley

Julie Williams,  
Grand Blanc Community  
Schools

June Rivers,  
Martin Luther King, Jr.  
Educational Center  
Academy

Justin Turner,  
Okemos Public Schools

Kaitlin Price,  
Romulus Community  
Schools

Kaitlyn Kish,  
Grand Blanc

Kaley Cannon,  
Plymouth/Canton

Kamel Bazzi,  
Dearborn Public Schools

Kara Haas,  
Gull Lake Community  
Schools

Karen Beahon,  
Crestwood School District

Karen Cedar,  
East China School District

Karen Dupree,  
Lincoln Park Public Schools

Karen FOx,  
Ann Arbor Public Schools

Karen Keffer,  
Detroit Public Schools  
Community District

Karen Kelly,  
Waterford School District

Karen McMahan,

Grand Blanc Community  
Schools

Karen Meyers,  
Jenison

Karen Nocita,  
Harper Woods

Karen Ousnamer,  
Grand Blanc

Karen Terwilliger,  
Romulus Community  
Schools

Kari Greer,  
Kent ISD

Kari Naghtin,  
Howell Public Schools

Kari Robinson,  
Grand Blanc Community  
Schools

Karyn Curro,  
Utica Community Schools

Karyn McConachie,  
Utica Community Schools

Kasey Sauder,  
Haslett

Kasia Ciolek,  
Jackson

Katelynn Motherwell,  
Troy

Kathe Blue Hetter,  
Ann Arbor Public Schools

Katherine Carswell,  
Holly Academy

Katherine Dickson,  
Old Redford Academy

Katherine Gerard,  
Williamston Community  
Schools

Katherine Kramer,  
Plymouth-Canton  
Community Schools

Katherine Lacommare,  
Howell Public Schools

Katherine Stellini,  
Bloomfield Hills

Katherine Suender,  
Avondale School District

Katherine Tonnos,  
Waverly Community  
Schools

Kathleen McClanaghan,  
Grosse Pointe Public  
Schools

Kathleen McCormick,  
Dearborn Public Schools

Kathleen Stewart,  
Mount Clemens

Kathleen Svoboda,

Eastern Michigan  
University

Kathryn Balcer,  
Ferndale

Kathryn Coppens,  
Ann Arbor Public Schools

Kathryn Morgan,  
Lansing School District

Kathryn Poirier,  
South Redford

Kathy Dole,  
Ionia Intermediate School  
District

Kathy McAdaragh-Hain,  
Schoolcraft College

Kathy Mirakovits,  
Portage Public Schools

Kathy Sergeant,  
Detroit Public School  
Community District

Kathy Spencer-Chapman,  
Detroit Public Schools  
Community District

Katie Clous,  
Lake City Area Schools

Katie Hoffman,  
Godwin Heights Public  
Schools

Katrina Coyne,

Riverview

Kaycee Duffey,  
Forest Hills Public Schools  
& Kentwood Public  
Schools

Keith Adler,  
Traverse City Area Public  
Schools

Keith Oliver,  
Wyoming Public Schools

Keith Shulaw,  
Huron School District

Kelli Camiller,  
Grand Blanc Community  
Schools

Kelli O'Connell,  
Capac Community Schools

Kelly Blake,  
Waverly Community  
Schools

Kelly Campbell,  
Williamston Community  
Schools

Kelly Eddy,  
Williamston Community  
Schools

Kelly Gaideski,  
Saint Joseph Public  
Schools

Kelly Kazmierski,

Wyandotte

Kelly Landin,  
Detroit Public Schools  
Community District

Kelsey Dahlen,  
Wyandotte Public School  
District

Ken Dunwoody,  
Flat Rock

Ken Poff,  
Charlotte

Kendra Weinberg,  
Mason Public Schools

Kerry Applegate,  
Grand Blanc Community  
Schools

Kerry Krzymicki,  
Vestaburg Community  
School

Kerry Williams,  
Detroit Public Schools  
Community District

Kevin Johnson,  
Saranac Public Schools

Kevin StOnge,  
Eastern UP

Kevin Sylvester,  
Grand Haven Area Public  
Schools

Kevin White,  
Grand Blanc Community  
Schools

Kim Chausow,  
Thornapple Kellogg School  
District

Kim Cook,  
Port Huron Area

Kim Goodall,  
Grand Blanc

Kim Rinehart,  
Manistee ISD

Kimarie Abadeer,  
Ionia Public Schools

Kimberlee Ward,  
Okemos Public Schools

Kimberly Brown,  
Trenton

Kimberly Finley,  
Detroit Public School  
Community District

Kimberly Grice,  
Detroit Public Schools  
Community District

Kimberly Kyff,  
Bloomfield Hills

Kimberly Laycock,  
Detroit Public Schools  
Community District

Kimberly Van Loo,  
Kalamazoo Christian  
Schools

Kimberly Wardell-Stone,  
Southfield Public Schools

Kirsten Edwards,  
Waverly Community  
School District

Kirt VanOveren,  
Kentwood Public

Koren Easlick,  
Allen Park Public Schools

Kris Nickerson,  
Charlotte Public Schools

Krisanne Rea,  
Whitmore Lake

Krista Frame,  
Flushing Community  
Schools

Kristan Black,  
Negaunee

Kristen Mack,  
EAA of Michigan

Kristen Miller,  
Kalamazoo Public Schools

Kristen Vande Vusse,  
Grosse Pointe Public  
Schools

Kristie Hannon,

Howell Public Schools

Kristie Howart,  
Okemos Public Schools

Kristie Massey,  
Wayne-Westland School  
District

Kristin Fellows,  
Grosse Pointe Public  
School System

Kristin Herderich,  
Lansing School District

Kristin Kiebler-Green,  
Western School District

Kristin Molyneux,  
Coopersville

Kristin Trame,  
Detroit Public Schools  
Community District

Kristina Corradi,  
Caro Community Schools

Kristina Harmon,  
South Redford School  
District

Kristine Weis,  
Beal City Public Schools

Kristofer Dosh,  
Marquette

Kristy Butler,  
Forest Hills Public Schools

Kristy Rogalla,  
Jenison Public Schools

Krizia Totty,  
Wyandotte Public Schools

Krystin Cook,  
Huron Valley Schools

Kurt Hoffman,  
Detour Area Schools

Kyle Brown,  
Romulus Community  
Schools

Kyle Carter,  
Beal City Public Schools

Kyra Williams,  
Wayne Resa

Lacie Shelley,  
Michigan Virtual Charter  
Academy

LaDawn,  
Alma Public Schools

LaMoine Motz,  
Walled Lake Cons. Schools

Lance Goodlock,  
Sturgis Public Schools

Larry Kolopajlo,  
Eastern Michigan  
University

Laudine Kwiatkowski  
Smith,  
Flat Rock Community  
Schools

Laudine Smith,  
Melvindale-Northern Allen  
Park School District

Laura Bell,  
Stockbridge Community  
Schools

Laura Chambless,  
St. Clair County RESA

Laura Green,  
Starr Detroit Academy

Laura Pelyak,  
Grosse Pointe Public  
Schools

Laura Perry,  
Lincoln Park

Laura Ritter,  
Troy School District

Laura Wasberg,  
Grand Blanc Community  
Schools

Laureen Van Hese,  
Lamphere

Lauren Brimhall,  
Star International  
Academy

Lauren Miller,

## Lake Orion

Laurie Williams,  
Ann Arbor Public Schools

Leah Herman,  
Mattawan Consolidated  
School

LeAnne Peebles,  
Detroit Public Schools  
Community District

Leanne Weber,  
Lansing Public Schools

Leslie Montgomery,  
Utica Community Schools

Lewis Smith,  
Trenton Public Schools

Linda Bradlin,  
Detroit Public Schools  
Community District

Linda Heck,  
Flint Community Schools

Linda Maxwell,  
Gwinn

Linda Willmeng,  
Watervliet

Linda Yousif,  
Detroit Public Schools  
Community District

Linds Blanks,  
Trenton

Lindsay Post,  
Okemos Public Schools

Lindsey Kling,  
Flat Rock Community  
Schools

Lindsey Schimp,  
Kalamazoo

Lindsey Zarras,  
Grand Blanc Community  
Schools

Lisa Burggren,  
Montabella community  
Schools

Lisa Craig Brisson,  
Cheboygan

Lisa Evitts,  
Romulus Community  
Schools

Lisa Harbour,  
Vicksburg Community  
Schools

Lisa Kreitner,  
Bridgman Public Schools

Lisa Major,  
Williamston Community  
Schools

Lisa Mueller,  
Lakeview School District

Lisa Sowa,

## Okemos

Lisa Weise,  
Holt Public

Liz Biddle,  
Taylor

Liz Dmoch,  
Fenton Area Public Schools

Lorentyna Harkness,  
Lansing School District

Lori Peterson,  
Grand Blanc

Lori Slaughter,  
Fenton

Lorna Skocelas,  
Detroit Public Schools  
Community District

Lorraine Thayer,  
Corunna Public Schools

Lou Ann Bensinger,  
Midland Public Schools

LuAnn Easlick,  
Linden Community School

Lyndi Wolfinger,  
Homer Schools

Lynette Pemble,  
Okemos Public Schools

Lynn Geiger,  
Williamston

Lynn Hensley, South Lyon Community Schools	Berrien  Marci Curtis, Troy	Mark Eberhard, East China School District  Mark Hackbarth, Midland Public Schools
Lynn M Bradley, Pinckney Community Schools	Marcilynn Misaros, Port Huron Area School District	Mark Jenness, Parchment Public Schools
Lynn Thomas, Escanaba Area Public Schools	Marco Goosey, Detroit Public Schools Community District	Mark Sheler, Sandusky Community Schools
Lynne Webb, Detroit	Marcus Deja, Kent Intermediate School District	Mark Wacker, Mt Pleasant
MacKenzie Maxwell, Ann Arbor School District	Margot Bensinger, Waverly Community Schools	Marsha Waymire, Charlotte Public Schools
MacKenzie Skalski, Comstock Public Schools	Maria Broz, Birmingham	Martha Lowry, Williamston Community Schools
Maia Stephens, Detroit Public Schools Community School District	Maribeth Flether, Williamston	Mary Barkley, Michigan State University
Mala Mirchandani, Detroit Public Schools Community District	Marie Olsen, Lincoln Park Public Schools	Mary Boulanger, Eaton Rapids Public Schools
Mallary Wacker, Mount Pleasant	Marie Prainito, Kent ISD	Mary Brockman, Detroit Public Schools Community District
Maranda Brunner, East Lansing	Marisa Fisher, Howell Public Schools & South Lyon Public Schools	Mary Burke, Vicksburg Community Schools
Marash Djokic, Romulus Community Schools	Mark Crowley, Detroit Public School Community District	Mary Christensen-Cooper, Alpena-Montmorency- Alcona ESD
Marc Willmeng,		



Mary Hoyt-Winans, Swartz Creek Community Schools	Lincoln Park School District	Ionia Public Schools
Mary K Heckman, Midland	Matthew Johnson, Kalamazoo Public Schools	Megan Hein, Lake Orion community schools
Mary Lindow, Battle Creek Public Schools	Matthew Polson, Lansing School District	Megan Hillmer, Lincoln Park Public
Mary McCreadie, Fennville	Matthew Stuard, Mason Public Schools	Megan Martin, Fenton
Mary Moe, Meridian	Matthew Weise, Holt	Megan Schrauben, Dexter Community Schools
Mary TerBush, Grand Blanc	Matthew Williams, Romulus Mi	Megan Sorensen, Ojibwe Charter School
Mary Voelkner, Williamston Community Schools	Matthew Wozniak, Whitmore Lake Public Schools	Megan Witte, Saginaw, Michigan
Mary Weishaar-Wall, Plymouth-Canton Community Schools	Maureen Klein, Allen Park Public Schools	Meghan Green, Wayne-Westland
Matt Baleja, Paw Paw Public Schools	Maureen McDiarmid, Lansing Schools	Melanie Flood, Allen Park
Matt Hugo, Grand Blanc	Maurice Telesford, Ferndale Public Schools	Melanie Scott, Saline Area Schools
Matt Prinz, Okemos Public Schools	May Lee, Ingham	Melinda Garcia, Divine Child Elementary School
Matthew Block, Kentwood Public Schools	Megan Collier, Sault Area Public Schools	Melissa Berndt, Lake Orion
Matthew Carey,	Megan Coonan, Freeland Community SAchools	Melissa Blood, Lansing School District
	Megan Dahms,	Melissa Daugherty,

Detroit Academy of Arts  
and Sciences

Melissa DeSimone,  
Portage Public Schools

Melissa Foster,  
Saint Joseph Public  
Schools

Melissa Haswell,  
Bullock Creek

Melissa Hayes,  
COOR ISD

Melissa Renko,  
Dearborn Public Schools

Melissa Sjue,  
Gibraltar

Melony Cicotte,  
Trenton Public Schools

Melyssa Lenon,  
Chesaning Union Schools

Meredith Hawkins,  
Harper Creek Community  
Schools

Meredith Lynn,  
Whitmore Lake  
Elementary School

Meredith Mills,  
Plymouth-Canton  
Community Schools

Michael Anderson,

Southgate

Michael Blanks,  
Wyandotte

Michael Damron,  
Plymouth-Canton  
Community Schools

Michael Evele,  
Grandville Public Schools

Michael Freeman,  
Williamston High School

Michael Gaule,  
Ladywood High School

Michael Kasparian,  
Walled Lake Consolidated  
Schools

Michael Klein,  
Allen Park Public Schools

Michael Olds,  
Diocese of Lansing

Michael Rader,  
Southgate Community  
Schools

Michele Sanders,  
Mason Public Schools

Michele Svoboda,  
Grand Haven Public

Michelle Bartlett,  
Mason Public Schools

Michelle Cline,  
Wyandotte

Michelle Hier,  
Dearborn Public Schools

Michelle Hunwick,  
Grosse Pointe Public  
Schools

Michelle Juris,  
Mount Pleasant City  
School District

Michelle Ladd,  
Birmingham Public Schools

Michelle LaPrad,  
Manistee Area Public  
School

Michelle Lloyd,  
Lincoln Park Public Schools

Michelle Mason,  
Portage Public Schools

Michelle McKinney,  
Lincoln Park Schools

Michelle Moody,  
Detroit Public Schools  
Community District

Michelle Sabo,  
Williamston Community  
Schools

Michelle Thrasher,  
Southgate Schools

Michelle Towns,  
Grand Blanc Community  
Schools

Michelle Vanderworp,  
Taylor

Michelle Wachholz,  
Dearborn Public Schools

Michelle Walbeck,  
Climax

Michelle Williams,  
Detroit Public School  
Community District

Mike Fine,  
Ottawa Area ISD

Mike Mansour,  
Pontiac

Mike Van Antwerp,  
Okemos

Molly Binek,  
Dearborn Schools

Molly Mattias,  
Chelsea

Molly Turner,  
Leslie Public Schools

Mona Nance,  
Detroit Public Schools  
Community District

Monica Smylor,  
University Prep Academy

Monique Stokes,  
Detroit Public Schools  
Community District

Morgan Minisee,  
Kalamazoo Public Schools

Muneer Khalid,  
Ann Arbor Public Schools

Myra Akpabio,  
Detroit Public School  
Community District

Nancy Bouck,  
Ionia Public Schools

Nancy Hackett,  
Utica Community Schools

Nancy Karre,  
Battle Creek Area  
Mathematics and Science  
Center

Nancy Sullivan,  
Marquette Alger RESA

Nancy Uschold,  
Marquette Area Public  
Schools

Narda Murphy,  
Williamston

Natalie J. Rich,  
Detroit Public Schools  
Community District

Natalie Reszka,

Wayne Westland

Nathan Frischkorn,  
Marquette

Nathan Mihalek,  
Grand Haven Area Public  
Schools

Nicholas Krueger,  
Owosso Public Schools

Nichole Steinman,  
Rockford Public Schools

Nicole Droscha,  
Mason Public Schools

Nicole Ellison,  
Huron School District

Nicole LaFleur,  
Grand Blanc Community  
Schools

Nicole Samuel,  
Detroit

Nicole Scheffler,  
Hudsonville

Nita Hall,  
Detroit Public Schools  
Community District

Nola Wellman,  
Plymouth-Canton  
Community Schools

Noni Makun,

Detroit Public Schools  
Community District

Nora Pizzino,  
Alpena Public Schools

Norbert Vance,  
Eastern Michigan  
University

Norman Lownds,  
Michigan State University

octavia debrossard,  
Detroit Public Schools  
Community District

Olivia Lehr,  
Alpena-Montmorency-  
Alcona ESD

Pam Bunch,  
Tecumseh Public Schools

Pam Daniels,  
Williamston Community  
Schools

Pam Hayes,  
Fenton

Pamela Engel,  
Alma

Pamela Esser,  
Bloomfield Hills

Pat Trommater,  
Pewamo-Westphalia  
Community Schools

Patricia Blackett,  
Grand Blanc Community  
Schools

Patricia Blazinski,  
Grosse Pointe Public

Patricia Buck,  
Lincoln Park

Patricia Kerry,  
Caledonia Community  
Schools

Patricia O. Curtin,  
Grosse Pointe Public

Patrick Seaver,  
South Lyon Community  
Schools

Patti Kobeck,  
Whitmore Lake Public  
Schools

Pattiya Dabler,  
Haslett Public Schools

Patty Sarvello,  
MARESA

Paul Niehaus,  
Beaver Island Community  
Schools

Paula Geller,  
Institute for Excellence in  
Ed

Paula Gentile,  
Van Buren School District

Paulette Mallia,  
Plymouth-Canton  
Community Schools

Payton Walton,  
Romulus

Penny Haudek,  
Mason Public Schools

Penny Perez,  
Grand Blanc

Peter Mackie,  
Van Buren Public Schools

Peter Steyaert,  
Lincoln Park Public Schools

Peter Youngblood,  
Trenton

Phil King,  
Lakeview Public Schools

Philip Fortier,  
Shelby Public Schools

Philip Hertzler,  
Mount Pleasant

Phillip Kubitz,  
Westwood Community  
Schools

Phyllis Selleck,  
Mason Public Schools

Rachael Hone,  
Detroit

Rachel Badanowski, Michigan State University	Trenton Public Schools	Renea Di Bella, Ann Arbor Public Schools
Rachel Gimpert, Wayne	Rebecca Coppins, Holt Public Schools	Renee' Cribbins, Homer Community Schools
Rachel Ort, Ionia	Rebecca Drake, Grand Blanc Community Schools	Renee Kivioja, Marquette-Alger Counties
Rachel Stanton, Waverly Community Schools	Rebecca Drayton, Gobles Public Schools	Renee Peirce, Forest Hills
Radewin Awada, Dearborn Public Schools	Rebecca Harris, L'Anse Creuse	Rhonda Gore, Lincoln Park
Rain Hoskins, Detroit	Rebecca Lowe, Trenton	Rhonda Hassan, Dearborn
Randy Hodges, North Branch	Rebecca Malaski, Laingsburg Community Schools	Richard Bacolor, Wayne RESA
Rania Zohny, Detroit Public Schools Community District	Rebecca Mann, Hope College and West Ottawa School District	Richard Blauvelt, BS, MPH, MAT, Royal Oak
Rebecca Angliss, South Redford	Rebecca Nielsen, Ann Arbor Public Schools	Richard Millerm, Plymouth-Canton Community Schools
Rebecca Becker, Grand Haven	Rebecca Sandee, Whitehall	Rick Vander Veer, Northville Public Schools
Rebecca Blackburn, Plymouth-Canton Community Schools	Rebecca Stermer, Grand Blanc	Robby Cramer, Grand Haven Area Public Schools
Rebecca Brewer, Troy	Rebecca Wright, Ypsilanti	Robert Alger, Ann Arbor Public Schools
Rebecca Caldwell,	Rebekah Ward, Lincoln Consolidated	Robert Bell,

Okemos	Grand Blanc Community Schools	Sandra Bergh, Southfield Public Schools
Robert Blackman, Portage Public Schools	Rochelle Rubin, Oakland Schools	Sandra Godbout, Romulus
Robert Blume, Armada Area Schools	Roger Maki-Schramm, Detroit	Sandra Yarema, Wayne State University
Robert Brazier, Clarkston Community Schools	Ronald Clough, Mesick Consolidated Schools	Sanela Sprecic, Kentwood
Robert Essenberg, East Jordan Public Schools	Rudaina Kainaya, Detroit Public Schools Community District	Sara Culver, Gwinn
Robert Keys, Cornerstone University	Ruth Lapinski, Detroit	Sarah Coleman, Reeths-Puffer
Robert Sigler, DVM, PhD, Novi School District	Ryan Dunlap, Ferndale High School	Sarah Courneya, Grand Blanc
Robert Stephenson, Ingham Intermediate School District	Saida Benromdhane, Detroit Public Schools Community District	Sarah Foster, Swartz Creek
Robert Vermette, Southgate	Sam Haddad, Dearborn Public Schools	Sarah Fricano, Okemos Public Schools
Robert Victor, East Lansing Public Schools	Samantha Cree, Lawrence Public Schools	Sarah Gallimore, Detroit
Robert Voigt, East Lansing Public Schools	Sammantha Carbajal, Wayne-Westland Community Schools	Sarah Hill, Ann Arbor Public Schools
Robert Yeager, Ravenna Public Schools	Sandi Carothers, Detroit Public Schools Community District	Sarah Hugo, Grand Blanc Community Schools
Roberta Ludtke, Stockbridge		Sarah LaFramboise, Detroit Public Schools Community District
Robin Ballard,		

Sarah Learman,  
Beal City

Shannon Buus,  
Hamilton

Shera Emmons,  
Williamston

Sarah McDonald,  
Mason County Eastern

Shannon McNamara,  
Flat Rock Schools

Sheron Snyder,  
Mason (Retired) Jackson  
(live)

Sarah Rollins,  
Romulus Community  
Schools

Shannon Norris,  
Lansing Public School  
District

Sherry Dodendorf,  
Mason Public School

Sarah Walker,  
Lincoln Park

Shantelle Spencer,  
Wayne/Westland

Sherry Pagnier,  
Grand Blanc Community  
Schools

Scott Coffey,  
Grand Blanc Schools

Sharon Adams,  
Detroit Public Schools  
Community District

Shirley Roberts,  
Bay City Public Schools

Scott Ellis,  
Bay City

Sharon Finton,  
Rochester

Shirley Russell,  
Harper Woods

Scott Jastrzab,  
Romulus Community  
Schools

Shaun Davis,  
Thornapple Kellogg

Shirrone Calhoun,  
Taylor School District

Scott Leppert,  
Beal City Public Schools

Shawn Knaack,  
Quincy Community  
Schools

Showerman, Joe,  
Western School District

Scott McMillan,  
Trenton Public Schools

Shawn Oppliger,  
Copper Country ISD

Shraddha Jha,  
Detroit Public School  
Community District

Scott Stokes,  
Utica Community Schools

Shea Rondy,  
Grand Blanc Community  
Schools

Sierra Moran,  
Whitmore Lake

Sekhar Chapagain,  
Lansing

Shelby Erskin,  
Kentwood Public Schools

Spencer Greve,  
Livonia

Seth Wight,  
University Prep Academy

Shelleyann Keelean,  
Grosse Pointe Public  
Schools

Stacey Allemon,  
Grosse Pointe Public  
School System

Shana Ramsey,  
Lawton

Stacy Peterson,

**Woodhaven-Brownstown**

**Stacy Trosin,  
Pinckney Community  
Schools**

**Stephanie Chapman,  
Fenton Area Public Schools**

**Stephanie Huyvetter,  
Eaton Rapids**

**Stephanie Kibby,  
Grand Blanc**

**Stephanie O'Connor,  
Trenton Public Schools**

**Stephanie Randall,  
Romulus Community  
schools**

**Stephanie Schoonover,  
Berkley**

**Stephen Economy,  
Detroit Public Schools  
Community District**

**Stephen Freece,  
Ann Arbor Public Schools**

**Stephen Juris,  
Mount Pleasant**

**Stephen R. Stewart,  
Mount Clemens**

**Steven Buckman,  
L'Anse Creuse Public  
School System**

**Sue Palen,  
Ovid-Elsie Area Schools**

**Susan Angell,  
Okemos**

**Susan Codere,  
Lansing School District**

**Susan Heiss-Ransom,  
Westwood Community  
Schools**

**Susan Ipri Brown,  
West Ottawa**

**Susan Jordan,  
Grosse Pointe Public  
Schools**

**Susan Kelsey-Brewton,  
Hope Academy**

**Susan Ramos,  
Detroit**

**Susan Solomon,  
JKL Bahweting PSA**

**Susan Stockton,  
Grand Blanc Community  
Schools**

**Susan Tate,  
Whitehall District Schools**

**Suzanne Briscoe,  
Romulus Public Schools**

**Suzanne Perlin,**

**Grand Blanc Community  
Schools**

**Suzanne Powers,  
Grand Blanc Community  
Schools**

**Suzanne Sauer,  
Forest Hills**

**T. McCormick,  
Troy**

**Tamara Doane,  
Leslie Public Schools**

**Tammi Savage,  
Ionia Public Schools**

**Tammie Bongard,  
Onaway Area Schools**

**Tammie Kalakay,  
Fenton Area Public Schools**

**Tammy Sheko,  
Garden City**

**Tan-A Hoffman,  
JKL Bahweting Anishnabe  
PSA**

**Tanya Kuipers,  
Michigan Virtual Charter  
Academy**

**Tanya Mackrain,  
Plymouth-Canton  
Community Schools**

**Ted Douglas,**



Ann Arbor	Detroit Public Schools Community District	Tracy Haroff, Marshall Public Schools
Teneshia Moore, Detroit Board of Education	Tiffany Grove, Fenton Area Public Schools	Tracy Ortiz, Detroit Public Schools Community District
Teresa Ross, Escanaba	Tiffany Henfling, Mason Public Schools	Tracy Walton, Romulus
Terri Pulice, Lansing, MI	Tim L. Rich, Mayville Community Schools	Tricia Maxwell, Lowell
Tessa Marks, Okemos Public Schools	Timothy Case, Okemos Public Schools	Tricia Sawdon, Grand Blanc
Theresa Comilla, Grosse Pointe Public Schools	Tina M Larson, Oakland Schools	Tricia Stuck, Grand Blanc Community Schools
Theresa Gorman, Garden city	Toby West, Ingham ISD	Troy Haney, Mason Public Schools
Theresa Raines, Detroit Public Schools Community District	Todd Bloch, Warren Woods	Troy Hernandez, Grosse Pointe Public Schools
Therese Schrage, Grosse Pointe Public Schools	Tony Tovar, Detroit Public Schools Community District	Troy McBride, JKL Bahweting P.S.A.
Thomas Arwady, Grosse Pointe Public Schools	Tracey Morris, Byron Center Public Schools	Twila Norman, Detroit Public Schools Community District
Thomas Hunt, Jackson Public Schools	Traci Goldsworthy, Gladwin Community Schools	Tyler Cederlind, Wayne RESA
Tiffany Bryngelson, Grand Blanc Community Schools	Tracy D'Augustino, Alpena-Montmorency- Alcona Education Service District	Tyler Mattic, Detroit Public Schools Community District
Tiffany Chapman,		

Ursula Morris, Okemos Public Schools	Detroit Public School Community District	Monroe County Intermediate School District
Valerie Feldscher, Plymouth-Canton Community Schools	Walter Charuba, Grosse Pointe Public Schools	William Hodges, Holt Public Schools
Valerie Leveille, Plymouth-Canton Community Schools	Wanda Bryant, Detroit Public Schools Community District	William J. Welch, Linden Community Schools
Valerie Masuga, Les Cheneaux Community Schools	Warren Willmeng, Watervliet	William Reding, Kalamazoo Valley Community College
Vanessa Logan, Avondale School District	Wayne Hewitt, Utica Community Schools	Xantha Karp, Mt Pleasant
Vicki Pascaretti, Birmingham Public Schools	Wayne Wright, South Redford School District	Yasmeen Youngs, Grand Blanc
Vickie Weiss, Grand Blanc Community Schools	Wendi Vogel, Kent ISD and Lowell Public Schools	Yonee Kuiphoff, Kalamazoo Public Schools
Vicky Lewis, Detroit Public Schools Community District	Wendy Brozek, Gibraltar	
Victor McGuire, Dearborn Heights District 7	Wendy Johnson, Michigan State University	
Victoria Hornik-Rosinski, Allen Park	Whitney Vanoost, Detroit Public Schools Community District	
Vince Leveille, Pickford Public Schools	William Falkner, Isabella	
Virginia Callaghan,	William Green,	

